

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Ballard High School

Phil Brockman

September 2008



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Revision History

Revision Number	Date	Comments
Revision 1	10/27/2008	Edits by Office of School Improvement
Revision 2	12/9/2008	C-SIP Peer Reviews
Revision 3	01/07/2009	Edits by Office of School Improvement

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.

Ballard High School recently revised our mission statement: Ballard High School is an inclusive, supportive community that cultivates the tradition of excellence for every student. In order to support this mission statement, Ballard High School's C-SIP is focused on four major focus areas: special populations, math, literacy and credit attainment. Some common strategies include common curriculum, instruction and assessment, building a strong 9th grade transition program, and closing the achievement gap. To this end, we have evaluated our current strategies to determine the status of implementation and effectiveness. We have also added additional strategies to enhance the effectiveness of our current program.

This year the Ballard High School professional development days have focused on curriculum, instruction and assessment. Each department has placed an emphasis on curriculum alignment and classroom based assessments. Departments are using SMART goals to guide the data-driven decision making. Professional learning communities have helped the staff unify behind best practice curriculum, instruction and assessment. Pathways, PASS, Read 180 and after school tutoring have been implemented in order to support students when preparing for and taking the WASL. There has been an emphasis on both attendance and academic achievement in order to continue to meet Ballard's AYP goals for all students.

In addition to focusing on academic achievement in the classroom for all students, we have been focusing on the school climate and culture. As a large comprehensive high school we have worked to make a deeper connection and easier transition for our 9th graders specifically. Through Link Crew and the 9th grade SLC, we are providing a connection for many of our ninth grade students. Link Crew provides positive mentorship for students, while the SLC provides a collaborative teaching and learning environment in a smaller community.

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

SECTION 1: OVERVIEW

What have we learned from our data?

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

Insight		How is this insight addressed in our C-SIP?
1	We have met AYP in all areas except for special populations math.	<ul style="list-style-type: none"> We have set a SMART goal that focuses on strategies to help our special populations achieve on the WASL. Specifically, we are offering smaller class sizes and other math support opportunities.
2	We have 125 students who are not meeting the Math WASL level 3 or 4.	<ul style="list-style-type: none"> We have set a SMART goal that focuses on math achievement for all students. Specifically, in order to meet this goal, we have smaller math classes, math support classes and extended learning opportunities for our students in math.
3	Just over 87% of our students are passing the Literacy WASL.	<ul style="list-style-type: none"> While we have a high number of students passing the literacy part of the WASL, we believe it is important to have all students pass the WASL. We have set a SMART goal that focuses on helping those students not passing the WASL to pass the WASL, while at the same time maintaining a high level of passing. Some strategies include: COE classes, Read 180 and Theme Readers.
4	Just over 87% of our students graduate in 4 years with an increase to just over 91% with extended graduation.	<ul style="list-style-type: none"> We have created a SMART goal to support more students in graduating on time. We have implemented a number of support mechanisms for 9th graders as engaged 9th graders is a sign for 4-year graduation and we have also decreased the student: counselor and student: administrator ratios as relationships are important in establishing patterns of on time graduation.

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
Special Populations	As a building, a higher number of special education students and our low income students scored a 1 or 2 on the math portion of the WASL than a 3 or 4.	Increase the percentage of special education students meeting the math standard from 23.9% to 33.9%. Increase the percentage of low income students meeting the math standard on the WASL from 36.9% to 46.9%.
Math	As a building, although we met AYP in math, we still have 35.5% of our students not meeting standard on the WASL.	Increase the percentage of students meeting the math standard on the WASL from 64.5% to 70%.
Literacy	As a building, we are excelling in the reading and writing areas of the WASL. However, while our trend in writing has continued to rise, our trend in reading has flat-lined rather than increased in number of students passing the WASL.	Increase the percentage of students meeting the reading standard on the WASL from 87.4% to 92%.
Credit Attainment	It is vital that students leave high school prepared for college or career. Students are more likely to graduate in 4 years if they earn necessary credits during each of the years they attend BHS.	Increase the percentage of students graduating on time from 87.3% to 92%. Including increasing the number of 9 th graders who earn 5 credits from 83% to 90% in their 9 th grade year.

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.

The district plan is asking for all students to achieve. The expectation is that 75% of students will graduate in 4 years ready for college or career. In focusing on math and literacy achievement for all students while paying particular focus to our special populations and monitoring credit attainment we are making a climate that supports and encourages student achievement. Through a variety of strategies, such as professional learning communities, curriculum alignment, support classes and differentiated instruction teachers are creating an environment for students to be productive and engaged over the course of 4 years. We are also fostering an environment where teachers can work together to ensure excellence in every classroom.

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?

As a faculty and staff we are particularly focused upon quality instructional practice, building a strong 9th grade transition program and closing the achievement gap. The focus areas we chose and the strategies that we employ throughout our plan support these three themes. Quality instructional practice is crucial in order for all students to become and remain engaged in the classroom. Research states that it is crucial to connect with students in their 9th grade year as the credits they earn in 9th grade projects success towards graduation. Finally, at Ballard High School we believe that every student should achieve, therefore, any support systems we can put in place for our special populations, in order to improve academic achievement, are a priority.

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

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 Building Leadership Team (BLT) includes seven teacher representatives from different grade levels subject area, three special education assistants, the school registrar, the principal, two students (ASB reps) two parents and a community member. • The instructional council as well as the 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).
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT); two parents serve on BLT. • C-SIP major focus areas were presented at curriculum night on October 16, 2008 as well as the fall PTSA meeting on September 25, 2008 and the PTSA board meeting.
	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
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.
<i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.	

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

SECTION 1: OVERVIEW

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.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

Topic	Description
(Title I Schools) How is the school using the 10% set-aside for professional development?	NA
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.

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

SECTION 1: OVERVIEW

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

School did not make AYP in Spring 2008 in Math (special education, low income, participation for Hispanic students but is not identified as a "School in Improvement.")

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: SPECIAL POPULATIONS

Lead Responsibility:

Keven Wynkoop, Sarah Morningstar, Charlie Walker (Assistant Principals)

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

Increase the percentage of special education students meeting the math standard from 23.9% to 33.9%.

Increase the percentage of low income students meeting the math standard on the WASL from 36.9% to 46.9%

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>
Practice inclusion of spec ed students in order to help insure grade level content and skill exposure.	Special Education	All year	Bill Walther (spec ed dept chair)	Teachers of core classes, who are also certified in special education, are teaching mainstream classes for special education students. This teaching model allows for greater rigor in the classroom and greater skill acquisition in preparation for the WASL.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
One Spec. Ed. teacher teamed with Connections Academy in order to streamline necessary communication.	9 th grade Special Education	All year	Barry Craig	The 9 th grade Connections Academy is a group of 3 core teachers working with one cohort of approximately 70 9 th grade students. The students travel together, the teachers share a common plan. In addition to the 3 core teachers having a common plan, all students with IEPs placed in Connections share one special education teacher. This allows for easier communication regarding the needs for these special education students.
Study skills lab class with dedicated computer lab access to improve upon and increase exposure to essential study and technology skills.	Special Education students and 504s	All year	Bill Walther (spec ed dept chair)	Special Education students have Renaissance Learning in a dedicated computer lab. This dedicated space allows for easier and more frequent technology usage by our special education students. The Renaissance Learning suite we use is comprised of three programs. Star Math is an assessment tool that is entirely computer-based. Accelerated Math is a classroom library of exercises, practices and tests that print out for students to work on with pencil and paper. These are individualized assignments that even note what learning objectives require special intervention for a given student. I have had students advance two years in a semester with this self-paced tutoring. The third element in the suite is a computerized flash-card program that makes memorizing fundamentals like a game.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Proyecto Saber provides additional support for students in order to provide increased assistance to students for essential skills.	Spanish Speaking and other recommended students	All year	Nohra Giraldo	Saturday school, after school, and 5 classes during school - review and support is provided for ELL students in preparing for the WASL, graduation and college.

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>
WASL	Special population – yearly (spring)	Sarah Morningstar and Sid Glass (AP and Pathways Dean)	The data provided by the WASL can inform us as to whether the supports we have in place for our special populations are in fact working to help students improve their understanding of and performance on the WASL.
PSAT	Special population – yearly (fall)	Tom Kramer and Phil Brockman (Counselor and Principal)	The data provided by the PSAT can provide a data point as to determining students for AP and other more rigorous classes.

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
Formative Assessments	Special population - frequently	Teachers in classrooms with special populations	The data provided by formative assessments informs the teacher as to whether the students understand the material being taught in class. The results on the formative assessments encourage the teacher to modify curriculum when necessary in order to increase and support student understanding.

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>	
Data Teams	All faculty and staff	Almost monthly with early dismissal and late start days as well as with the PD days provided by the district.	Data teams are within department teams of teachers that are examining curriculum and student work in order for teachers to better be able to implement best practice strategies in the classroom. This work also helps teachers align their curriculum so that students are being granted access to the same material and teachers are not overlapping skills and content unnecessarily.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
PLCs	All faculty and staff	Almost monthly with early dismissal and late start days as well as with the PD days provided by the district.	PLCs are cross-department teams of teachers that are organized mostly by grade level. These teams of teachers are using protocols to examine student work. This insight will help teachers better understand the skills and abilities of the students they are teaching.

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>
Pathways communication	All families of students not achieving on the WASL	periodically	Sid Glass (Pathways Dean)	Through meetings, letters and phone calls home, Sid can communicate avenues for student support, strategies for WASL improvement and necessary logistical details for students who need to improve on the WASL.
IA communication	All families of students who need communication support	As needed	Phil Brockman (Principal)	Through translation and other support services, IAs can improve communication home regarding performance in school.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math

Lead Responsibility: Phil Brockman and Keven Wynkoop

S.M.A.R.T. Goal: Increase the percentage of students meeting the math standard on the WASL from 64.5% to 70%.

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>
3 semesters of Integrated I and II provide extended learning time for students in math.	<ul style="list-style-type: none"> Students struggling in math 	daily	Integrated I and II teachers	Extended learning opportunities help students who are not achieving in the basic math structure. By offering students the opportunity to extend the amount of time and exposure to integrated I and II, students have the opportunity to reinforce skills necessary for WASL growth.
Smaller Math Classes provides a smaller teacher:student ratio for more focused support.	<ul style="list-style-type: none"> Integrated I students 	daily	Keven Wynkoop (scheduling)	All math Integrated I classes are capped at 25 students. The smaller math classes allow for more personalized attention from the teacher to the student.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Support Math Classes provide a reinforced learning opportunity to ensure that students understand necessary skills.	<ul style="list-style-type: none"> Students who have not passed the math portion of the WASL 	daily	Support Math Class Teachers	Teachers work with smaller groups of students in order to provide one-on-one instruction in areas where students are struggling. The smaller class provides an opportunity to reinforce skills currently and previously taught in math classes. Students participate in the support math classes until they no longer need additional support.

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>
Formative assessment and grades	All students, quarterly	Faculty and staff in charge of math classes	Formative assessments provide insight into progress and understanding of student achievement throughout the year. Teachers can monitor progress of student understanding and modify in class accordingly to better meet the needs of the students and push toward WASL achievement.

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
WASL	Yearly, spring	Sarah Morningstar and Sid Glass	Once the data is collected, we can modify class offerings and enrollment in order to meet our students needs towards achievement and success on the WASL. Teachers can also collect and analyze data to reflect on where students were successful and where they needed more support and modify instruction accordingly.
PSAT	All students Fall 2008	Tom Kramer and Phil Brockman	Once the data is collected, we can modify class offerings and enrollment in order to meet our students needs. Teachers can also collect and analyze data to reflect on where students were successful and where they needed more support and modify instruction accordingly. PSAT data can provide us information regarding student success in school.
Student enrollment in support classes	Semesterly	Keven Wynkoop	Support classes are offered in order to provide more focused instruction to struggling students. The goal is to help students achieve so that the support classes are no longer necessary.

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>	
Subject specific data teams	<ul style="list-style-type: none"> • Faculty and Staff 	Monthly/ ED and LA days	<p>Faculty and staff need a clear understanding of what the effect of current practice is on student learning. Teachers cannot target meaningful improvements and adjust their work to meet the goal of having all students achieve at high levels without effective data to show them current levels of success. Therefore, during early dismissal and late arrival days, faculty and staff are provided time to collaborate. During this time faculty and staff will look at common assessment, strategies, and student work. Faculty and staff will be provided protocols to facilitate this work.</p> <p>Staff will implement specific agreed upon best practices (high leverage teaching strategies) that address reducing the achievement gap in the classroom. Staff will implement specific agreed upon best practices that address adding value to the learning of all students.</p>
Cross-department PLC's (grade level)	<ul style="list-style-type: none"> • Faculty and Staff 	Monthly/ED and LA days	<p>Staff will develop skills to operate as professional learning communities and follow protocols. Staff will collaborate to discuss best practice strategies and critical terms.</p>

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>
Pathways	<ul style="list-style-type: none"> Students struggling on the WASL 	As needed	Sid Glass (Pathways Dean)	The Pathways Dean communicates with families of students struggling with the WASL. He provides clear explanations, alternatives, and important data regarding WASL achievement.
Parent Night	<ul style="list-style-type: none"> 9th grade students and families 	Fall	Julie Chapman (Counselor)	This evening is structured to provide incoming students and their parents an early understanding of Ballard High School.
Teacher-Parent communication	<ul style="list-style-type: none"> All students 	As needed	Faculty and Staff	Faculty and staff will communicate with families about student progress. This communication helps reinforce necessary support systems for students (progress reports, the SOURCE, listserve, newsletters)

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Literacy

Lead Responsibility:

Sarah Morningstar

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

Increase the percentage of students meeting the reading standard on the WASL from 87.4% to 92%.

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>
Staff will support students in mastering skills necessary for the WASL – such as talking to the text, Cornell notes, turn and talks	All students, however, students who have not passed the WASL are of particular focus	All year	Faculty and staff	Support classes will be offered during the school day for struggling students. Teachers will provide opportunities for students to re-learn concepts missed in classes.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
In data teams, teachers will use data to inform and guide curriculum and instruction.	All students, however, students who have not passed the WASL are of particular focus	All year	Faculty and staff	When teachers collect, analyze, and use data to inform practice, decisions can be better made to improve opportunities for student learning. Teachers will demonstrate use of data and classroom results and share with staff in order to strengthen classroom experiences for all students.
Theme Readers provide an opportunity for students to get more immediate feedback on their written work for increased improvement opportunities in writing.	All students	All year	Joe Kelly (LA dept chair)	PTSA provides money for faculty and staff to read student work looking for specific skills. This provides the opportunity for teachers to assign greater amounts of reading and provide students with more timely feedback.
COE classes will be provided for students who have not passed the WASL so that students have guidance and support in order to meet necessary standards.	Students who have not yet passed the WASL	All year	Gordon McDougall (COE teacher)	COE classes will be offered during and after school.
Read 180 support classes will be provided for students who are not reading at grade level in order to enrich student support.	Struggling readers	All year	Gordon McDougall (Read 180 teacher)	Read 180 is a reading program that provides extra reading support for struggling readers. Some strategies include talking to the text, reading aloud, comprehension activities and partner reading.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Collection of documents/ curriculum maps insure that all teachers are aligned in teaching necessary skills and content to all students.	All students	All year	IC	We intend to determine how classes are aligned with standards and modify until standards are met.

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>
Pathways dean will collect and use data	Struggling students; as needed	Sid Glass (Pathways Dean)	Various assessments will provide information regarding student achievement; including, WASL scores, Read 180 and student reading inventory, and formative assessments in classes. For under performing students, support will be provided. For students who are misplaced, they will be more appropriately placed in more rigorous classes.
Formative Assessments	Throughout the year	Faculty and Staff; IC	Faculty and staff will use results from these informal, teacher-driven assessments to guide classroom practice. Faculty and staff will modify in order to meet the needs of their students in order to ensure that students understand necessary skills.

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>	
Within department data teams	Faculty and staff	Monthly for 4 hours each month	Faculty and staff need a clear understanding of what the effect of current practice is on student learning. Teachers cannot target meaningful improvements and adjust their work to meet the goal of having all students achieve at high levels without effective data to show them current levels of success. Therefore, during early dismissal and late arrival days, faculty and staff are provided time to collaborate. During this time faculty and staff will look at common assessment, strategies, and student work. Faculty and staff will be provided protocols to facilitate this work. Staff will implement specific agreed upon best practices that address reducing the achievement gap in the classroom. Staff will implement specific agreed upon best practices that address adding value to the learning of all students.
Cross-department data teams (grade level)	Faculty and staff	Monthly for 4 hours each month	Staff will develop skills to operate as professional learning communities and follow protocols while looking at student work. Staff will collaborate to discuss best practice strategies and critical terms.

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>
The SOURCE	All families	Bi-weekly	Faculty and Staff	Faculty and staff provide grades, attendance and class activity updates on the SOURCE. Faculty and staff are required to update at least once a week and parents and students have access to the SOURCE from home as needed.
Pathways Communication	Struggling students	As needed	Sid Glass (Pathways Dean)	Sid Glass contacts families as needed regarding WASL achievement. He provides workshops and leads meetings to inform parents of essential information in helping students achieve on the WASL. Sid Glass also monitors students who have attempted but not passed the WASL.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Credit Attainment

Lead Responsibility:

Phil Brockman

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

Increase the percentage of students graduating on time from 87.3% to 92%. Including increasing the number of 9th graders who earn 5 credits from 83% to 90% in their 9th grade year.

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>
Link Crew provides junior and senior mentors to 9 th grade students; this allows for another connection for 9 th graders to a large high school.	<ul style="list-style-type: none"> All 9th graders 	Fall orientation, year long	Keven Wynkoop (AP), Kristina Anderson (activities coordinator)	Students who have a strong connection to school and are involved in positive relationships are successful BHS students. All 9 th graders need to benefit from positive relationships and strong connections with adults and other students.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Connections Academy provides an experience for students that increases 9 th graders connection to BHS.	<ul style="list-style-type: none"> • 9th grade students chosen at random 	Year long	Connections teachers	Students who have a strong connection to school and are involved in positive relationships are successful BHS students. All 9 th graders need to benefit from positive relationships and strong connections with adults and other students. Students involved in a small learning environment will better form the relationships necessary to be successful in school.
Reduction in student:counselor ratio to help improve the opportunity for stronger student connections to BHS.	<ul style="list-style-type: none"> • All students 	Year long	Phil Brockman (principal)	With counselors having fewer students on their case load they can build stronger connections with their students. Stronger adult-student relationships improve graduation rates.
Reduction in student:assistant principal ratio to help improve the opportunity for stronger student connections to BHS.	<ul style="list-style-type: none"> • All students 	Year long	Phil Brockman (principal)	With assistant principals having fewer students on their case load they can build stronger connections with their students. Stronger adult-student relationships improve graduation rates.
Making It Count Assembly highlights the importance of success in all grades at high school for life after high school.	<ul style="list-style-type: none"> • 9th grade students 	Fall	counseling staff	This assembly at the start of the school year emphasizes the importance of academics and credit attainment for 9 th grade students. It shows students that the faculty and staff are here to support students in being academically engaged and successful.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Tardy and Attendance Policy supports the importance of students being in class in order to learn.	<ul style="list-style-type: none"> All students 	Year long	Admin team; faculty and staff	Students need to be in class and on time to class. When students are connected to their classroom and engaged in academics they are more likely to graduate on time.

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>
Monitor students with Ds and Es on report cards	9 th Grade Students; quarterly	Keven Wynkoop (AP)	As data is collected about students who are not achieving academic success in their classrooms, their schedules and systems for adult support can be put into place early in high school.
9 th grade discipline	9 th grade students; quarterly	Keven Wynkoop (AP)	As data is collected about student who are having disciplinary conflict in the classroom and in the building, systems for adult support can be put into place.
Credit Information: disaggregated	All students; quarterly	Keven Wynkoop (AP); Phil Brockman (principal)	As data is collected about students who are not attaining credit, schedules and systems of support can put into place for the students.

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>	
PLCs	9 th grade teachers; Assistant Principals	Monthly at ED and LS days, 2-4 hours at a time	The 9 th grade teachers, the Connections Academy teachers and the Assistant Principals each create a professional learning community that will collect and analyze data. The data collected will inform teams how to continue and modify curriculum, instruction and discipline.

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>
Curriculum Night	<ul style="list-style-type: none"> • All families 	Fall	Kristina Anderson (activities coordinator)	This night provides parents an overview of life at Ballard High School. Parents are invited to listen to the principal and meet their students' teachers. This night helps families understand what their student is doing while at Ballard High School and invites parents to be involved in the success of their student.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
9 th Grade Parent Night	<ul style="list-style-type: none"> • 9th grade families 	Fall	Julie Chapman (counselor)	This night is focused on families who are in their first year at Ballard High School. It provides a specific welcome and support for families new to the Ballard High School community. This night helps focus families on what students need to commit to in order to be successful at Ballard High School.
PTSA	<ul style="list-style-type: none"> • All families 	Year long	Phil Brockman (principal)	The PTSA writes newsletters, holds meetings and has a listserve in order to provide parents access and insight into the happenings at Ballard High School.
Website	<ul style="list-style-type: none"> • All families 	Year long	Kelven May (tech person)	The Ballard High School website provides families access to information about Ballard High School. It provides contact information to help families access the school to better support their student.
The SOURCE	<ul style="list-style-type: none"> • All families 	Year long	Faculty and Staff	The SOURCE provides families access to information about Ballard High School and from teachers specifically. It provides contact information to help families access the school to better support their student. It also provides specific information about classes so that families can better understand and support their student with both attendance and academics.

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>
Curriculum mapping	The goal is for all disciplines to map their curriculum to minimize unnecessary overlap between classes.	Staff will continue to look at scope and sequence of year long curriculum within departments and grade levels.
Compare curriculum with standards, EALRs, GLEs	The goal is for all disciplines to ensure that the curriculum they are teaching aligns with the established standards.	Staff will compare curriculum with standards appropriate to subject area. There will be consistency and continuity within and between grade/subject area by spring 2009. Staff will reference EALRs and GLEs in planning where applicable. Staff will also educate students on EALRs and GLEs in instruction. Faculty and staff will collaborate and communicate between departments to begin to develop a common language. Faculty and staff will report out learnings during PD, PGE and staff meetings.
Develop common classroom based assessments	The goal is for all disciplines to create opportunities for formative assessment. Furthermore, the goal is for teachers to have common assessments in order to better determine the impact of their teaching.	Staff will collaborate in developing assessment tools for identified benchmarks. Teachers will begin with a common assessment at least once per semester and increase to once per quarter and ultimately on units or major concepts/themes taught in each class.
PSAT	The goal is for all students to take the PSAT so that we have another data point for assessing and understanding student needs.	The PSAT will be administered to all 10 th -12 th graders for the first time this year. Data will be collected and reviewed for information regarding student schedules and other enrollment information. The information will help reflect on the enrollment in our more rigorous classes (i.e.: to help increase AP class enrollment and diversify students in those classes).

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Walkthroughs	The goal is for the building to implement best practice curriculum, instruction and assessment. Consistent and thorough feedback helps to support faculty and staff in implementing best practice.	Administrators are conducting weekly walkthroughs. A schedule has been created and a form drafted for consistency among faculty and staff. The feedback from the walkthroughs will be shared with the faculty and staff monthly via newsletters. The walkthrough form is designed from the high leverage teaching moves shared by the district.
Climate and Culture	The goal is for all students and faculty/staff to feel understood and accepted at BHS.	The PD and Equity and Learning team are providing experiences for faculty and staff to better understand and discuss the diverse cultures of BHS. A minimum of one hour each month will be dedicated to this professional development.

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
Special Populations	Inclusion of special education students	3.4 FTE	Y	Special education and building based	Smaller class sizes
Special Populations	One special education teacher teamed with the Connections Academy	n/a	Y	Special education and building based	Better communication and collaboration
Special Populations	Study Skills Lab	2.0 FTE	Y	Special education and building based	Support for struggling students
Special Populations (Proyecto Saber/ Latino Support)	To provide increased support to Latino students	2.0 FTE	Y	Central funding and building based	Provides additional support to school wide programs
Math	Three semesters of Int. 1 – providing extended learning time	0.6 FTE	Y	Building based funding	Better prepared students for next math class
Math	Smaller class sizes - Integrated Math 1 @25	2.0 FTE	Y	Building based funding	Better prepared students
Math	Support math classes	.6 FTE	Y	Pathways	Reinforcing of skills taught in Int. 1,2 and

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
					3 math classes
Literacy	Staff will support students in mastering skills for WASL using protocols such as talking to the text, Cornell notes, and turn and talk	Whole staff	Y	Building Based	Support classes will be offered during the day for struggling students
Literacy	Data teams, theme readers, collection of documents, curriculum maps	\$9,000	Y	LAP/Pathway, and PTSA	Informed instruction and better prepared students
Literacy	Collection of Evidence and Read 180	1.0 FTE	Y	LAP/Pathway	Support classes will be offered during the day for struggling students
Credit Attainment	Link Crew, Connections Academy, Making it Count Assembly, modified attendance policy, 9 th grade parent night, Website, The Source, curriculum night, PLC's	1.8 FTE \$9,000	Y	Building based funding and PTSA	Better prepared and informed students by personalization, reduction of credit retrieval, and emphasizing the importance of academics

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
BHS Foundation	Support the students and faculty at BHS through enrichment of the school's programs and activities. For example, raising and contributing funds for progressive academic offerings, enriching extracurricular activities in athletics and arts, supplementing and upgrading equipment and furnishings.	Partner's board meets 1x per month	yes	BHS Foundation	yearly
Boosters (athletic and arts)	The mission of the Music Boosters is to encourage and help support the maintenance, further development, and growth of all aspects of the Ballard High School Music Program through financial and volunteer assistance, in order to achieve the best music education experience for all students participating in the program. The Ballard High School Athletic Booster Club (ABC) is a group of parents and staff organized to support the student athletes and athletic programs at Ballard High School. They strongly believe quality athletic programs enrich the high school experience for all Ballard High School students. Their goals are to: provide funding to support quality interscholastic athletic programs at Ballard High School, promote attendance at BHS sporting events and build school spirit within the student body and Ballard community, and be an advocate for Ballard High School athletics in the community	Partner's board meets 1x per month	yes	Athletic and Arts Boosters	yearly

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
PTSA	The PTSA raises money and provides support through volunteer hours at the high school. They actively participate in supporting teachers and their curricular interests when possible, they have helped to enrich the library, and members of PTSA help around the school as needed.	Meet quarterly	yes	PTSA	yearly
Ballard Community	The Kiwanis Club, Rotary Club and other Ballard community organizations support BHS through a variety of funding opportunities.	n/a	n/a	n/a	yearly
Golden Beavers	Each year the Golden Beavers award nine individual scholarships to graduating seniors from Ballard High School giving them an opportunity to further their education and realize their potential. They have a special Newsletter published twice a year for all of our members.	They have over 1600 active members who meet once a year at an annual luncheon and whose class representatives meet four times each year.	yes	Golden Beavers	yearly

Note: Please delete or add rows as necessary