

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Center School

Lisa Escobar: Principal

September 30, 2008



## TABLE OF CONTENTS

---

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

### Revision History

Revision Number	Date	Comments
Revision 1	October 30, 2008	Edits by Office of School Improvement
Revision 2	December 9, 2008	C-SIP Peer Reviews
Revision 3	January 7, 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.*

Our mission is to empower and inspire ALL students to positively impact our world. We provide a high quality arts integrated college prep curriculum and provide an academic program that prepares all students for a four year university.

### 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 the highest overall WASL scores in science in the district.	<ul style="list-style-type: none"> <li>• Our standards based integrated curriculum was developed by our teachers. We will continue to use it.</li> <li>• 78% of students here for two years passed the science WASL. 50% of students at TCS for one year passed the science WASL. We will target first year students for additional support during our tutorial time.</li> <li>• Native American students had the highest percentage of students receiving N’s in science courses. Native American student passed the WASL. We will increase our cultural competence in the classroom.</li> <li>• African American Students and Latino students had the lowest percentage of passing the science WASL. We will increase our cultural competence in the classroom.</li> </ul>
2	Our school climate survey showed that our Asian American students rated us the lowest of other ethnic groups.	<ul style="list-style-type: none"> <li>• Embedding cultural competence in all we do is a goal for the year.</li> <li>• We have a professional development plan to increase cultural competence.</li> <li>• Teachers are meeting monthly in departments. They are looking at student work to evaluate who is successful and who is struggling. They are identifying up to 5 students to focus on for the year. They will research culturally competent instructional strategies and share their research with the group. They will add a strategy that the research supports and reevaluate student work to see if there was an impact.</li> </ul>

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

## SECTION 1: OVERVIEW

---

	Insight	How is this insight addressed in our C-SIP?
		<ul style="list-style-type: none"> <li>Teachers are incorporating relationship building activities into their beginning of the year activities and delaying the introduction of content until they know their students as learners and people.</li> </ul>
3	<p>Our math WASL score dropped from 76.6% in 2006-07 to 68% in 2007-08.</p>	<ul style="list-style-type: none"> <li>We have a SMART goal to increase the percentage of students meeting math standard to 75% including moving 17 students from Level 1 to Level 2 on math WASL.</li> <li>Our lowest math scores were in the Latino and Native American groups.</li> <li>African American student scores increased from 50% to 80%; all other groups dropped. We are increasing our cultural competence in the classroom.</li> <li>We currently have 17 students at Level one and 22 students at Level two. We are offering support through our Pathways program.</li> </ul>
4	<p>Average annual attendance, 86.6% in 2007-08, was lower than previous five years. Higher attendance rates are needed in order for our school's strategies to increase achievement.</p>	<p>We have a SMART goal of increasing attendance to 90% in 2008-09, 92% in 2009-10 and 95% in 2010-2011.</p> <ul style="list-style-type: none"> <li>We are putting students on attendance contracts right away.</li> <li>We are following up with phone calls and involving parents in the intervention plan.</li> <li>We are making home visits to students that continue to be absent.</li> <li>We are developing incentive plans for students that have a problem being tardy.</li> </ul>

*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
Math	A higher percentage of students at the Center School did not pass the math section of the WASL.	Increase the percentage of students meeting the math standard on the WASL from 69% in 2007-08 to 75% in 2008-09 including moving 22 students from Level 1 to Level 2 on math WASL.
Math	A higher number of students at TCS did not pass the math portion of the WASL in comparison with the other sections.	Increase the percentage of 10 <sup>th</sup> grade students meeting math standard from 69% in 2007-08 to 75% in 2008-09, including moving 17 students from Level 1 to Level 2 on the math WASL.
Attendance	Average attendance rates for 2007-08 was 86.6%. Higher attendance rates are needed in order for our school's strategies to increase achievement.	Increase attendance from 86.6% in 2007-08 to 90% in 2008-09, 92% in 2009 -10 and 95% in 2010-11.
Family Engagement	Engaging families in the goals we set for students will increase support for the goals and the likelihood they will be met.	The attendance of families at school sponsored activities will increase in diversity from 30% by 50%.

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

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

- Math: By increasing the percentage of 10<sup>th</sup> graders who meet WASL standards in math to 75%, our school will contribute to the district's student performance target of 80% of 10 graders meeting or exceeding math standards by the 2012-13.
- Attendance: By increasing our school's average annual attendance to 90%, we will contribute to the district's student performance target of 80% 10<sup>th</sup> graders meeting or exceeding math standards and support the academic milestones of 10<sup>th</sup> graders being ready for school and work.
- Family Engagement: By increasing family engagement in our school, we will support the district's vision of the whole community being engaged as partners in supporting and strengthening the school system. This work supports the goal in the Strategic Plan to engage our families more often and more effectively.

# 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?*

- Summer Bridge Program
- Tutorial four days a week
- Expanding range of programs offered in math and Spanish
- Increasing the AP course offerings
- Increasing the art integration in core subject areas
- Implementing Action Research professional development for all staff
- Building upon and expanding community partnerships, primarily in the arts
- Evaluating data as part of the accreditation process

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

# 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"> <li>• Our school Building Leadership Team included three General Education Teachers, 1 Special Education Teacher, a Visual Arts IA and the Principal. A Student Representative was encouraged to attend and this student was a member of the Student Senate. In addition, a member of the CSCA Board was invited to attend meetings as well.</li> <li>• &lt;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.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT. One parent serves on the BLT.</li> <li>• C-SIP will be presented at the CSCA board meeting on November 5th, 2008. The highlights will also be included in our School Newsletter in December.</li> </ul>
	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.

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

## SECTION 1: OVERVIEW

---

### School Improvement Review, *continued*

<i>Topic</i>	<i>Description</i>
<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.
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"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### 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)**

Our school made AYP in Spring 2008, in both Reading and Math for all student groups.

### **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: Math

---

**Lead Responsibility:**

Nate Chipps and Sheila Henneuse Math Teachers and Rachel Zupke Pathway Math teacher

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

Increase the percentage of 10<sup>th</sup> grade students meeting math standard from 69% in 2007-09 to 75% in 2008-09, including moving 17 students from Level 1 to Level 2 on the math WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Acceleration of Math Skills to Reach Grade Level	<ul style="list-style-type: none"> <li>• 17 Level 1 students and 22 Level 2 students</li> </ul>	Throughout the school year	Pathway math teacher	Students who did not meet standard on their most recent math WASL will participate in the school's Math Boot Camp and Math Academy. This individualized extra learning time will accelerate students to grade level by the end of the school year.

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Extra Instructional Time to accelerate math skills to reach grade level	<ul style="list-style-type: none"> <li>• 17 Level 1 students and 22 Level 2 students</li> </ul>	Year Round	Pathway math teacher and math department	Students who did not meet standard on their most recent math WASL will attend tutorial twice a week for 30 minutes of math instruction each session.
Test Prep to enable students to practice answering WASL type questions	<ul style="list-style-type: none"> <li>• 17 Level 1 students and 22 Level 2 students</li> </ul>	Four times a year	Pathway math teacher	Students who score a Level 1 and Level 2 on their most recent math WASL will participate in an after school math "boot camp" to review concepts they will be tested on and to practice taking the WASL.
CME Curriculum to provide scope and sequence to math skills and to complement inquiry based instruction	<ul style="list-style-type: none"> <li>• All math students</li> </ul>	Beginning September 2008-2009	Math Teachers	The new curriculum will be implemented in all math classrooms as a pilot. It is an Algebra, Geometry, Algebra 2, pre-calculus, calculus series rather than an integrated series. Curriculum will be implemented in one 50 minute block and 2 90 minute blocks.
Data Teams to evaluate extent of progress of math instruction	<ul style="list-style-type: none"> <li>• All students not meeting grade level standard</li> </ul>	September 2008 – June 2009	Principal, Math teachers	Department teams will meet 1x month to focus on math data, setting instructional goals, monitoring student progress, adjusting

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Math Workshops to provide creative ways to practice math concepts and skills	<ul style="list-style-type: none"> <li>Available to all students</li> </ul>	5 times per year	Workshop leaders	Workshops are two hour blocks offered five times a year to reinforce skills in creative ways. To reinforce math skills, workshops that will be offered will include carpentry, games and design.

**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>
Unit Tests	All students in school	Math teachers will administer assessments according to our pilot curriculum.	Teachers will use our pilot curriculum assessments to identify specific skills students need instruction in and will develop instructional plans based on classroom data.
Segmented Math Tests	Pathway students	Pathway Teacher	Teacher will use the data to identify specific skills mastered and skills needing additional work.
Ongoing Formative Assessment	All students	Classroom Teachers, Math Coach, Principal	Daily assessments inform instruction, flexible grouping, input for intervention and data team work.

**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 Math Professional Development	Math Teachers	District schedule – teachers will be released for these trainings	Ongoing mathematics professional development focused on assessment, deepening math instruction and best practices.
In-House Professional Development	All staff	One session per month	Focus: Quality Instruction – complex instruction, High Leverage Instructional Strategies, Effective grouping
Department Professional Development	Math teachers	Monthly	Focus: Analyzing student work, evaluate teaching practice, focus on specific students, research culturally competent strategies and implement.

**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>
Student Learning Plans to clearly identify areas of support	<ul style="list-style-type: none"> <li>Pathway student families</li> </ul>	2x /year	Pathway Dean	Dean will meet with families to review SLP and give input on plan

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Student Led Conferences to empower students to identify their areas of strength, growth and progress	<ul style="list-style-type: none"> <li>• All families</li> </ul>	2x/year	Principal, Lead Teacher	Students will meet with parents to discuss their strengths, challenges and progress academically, emotionally and socially.
Family Meetings to provide support and strategies to families in helping students through the transition process	<ul style="list-style-type: none"> <li>• Pathway/Freshman Families</li> </ul>	1x/year	Principal	Evening meetings to discuss the Pathways support and to support freshman families in the transition from middle school to high 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: Attendance

---

**Lead Responsibility:**

Lisa Escobar Principal, Diann Sanusi Counselor and Kathy Webb Attendance Secretary

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

As measured by the School Report we will increase our Average Annual Attendance from 86.6% in 2007-08 to 90% in 2008-09 Average Annual Attendance in 2008-09.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Family Contact – Early Intervention for students that have inconsistent attendance	<ul style="list-style-type: none"> <li>• Students absent more than 3 times</li> </ul>	Year-round	Principal, Counselor and Attendance Secretary	The school will contact families of students who are absent more than 3 times in order to intervene quickly.
Contracts & Case Management to clearly define attendance expectations for students	<ul style="list-style-type: none"> <li>• Students with excessive absences (10+ in one semester)</li> </ul>	Year-round	Principal, Counselor and Attendance Secretary	The school will initiate a contract requiring attendance with students who have excessive absences. Students will be assigned case managers to meet contract obligations, if necessary.

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

## SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Student Incentives to motivate students to attend school on a regular basis	<ul style="list-style-type: none"> <li>All students</li> </ul>	Year-round	Principal	Students will be rewarded for perfect attendance and most improved attendance quarterly by having pizza with the principal.

**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, daily	Teachers, Principal	Monthly attendance reports will allow teachers and principal to identify students who are absent frequently and to intervene immediately.
Truancy Reports	Truant students	Principal/Counselor	Truancy reports will allow administrators to document attendance behavior and to coordinate with other social services as needed.
Classroom observation	All students, daily	Teachers	Tying daily learning activities to daily points so that attendance has an impact on grades. Stating in syllabi that participation points matter to encourage regular 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>	
Automatic Phone Caller Machine	Secretaries	1x per year	District will train secretaries on how to use the new automated phone caller effectively.
Truancy	Principal	1x per year	District provides training on truancy during the beginning of the year leadership training.
Prevention/Intervention Strategies	Principal	1x per year	Prevention/Intervention workshop at Leadership Academy in August to review strategies for positively impacting student behavior in areas that include attendance.

**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>
Oral Communication with Families to educate about the impact of attendance on student achievement	<ul style="list-style-type: none"> <li>All Families</li> </ul>	2x/yr and yr round through the CSCA	Principal, Counselor, Teachers, CSCA President	School staff will address the importance of attendance to all families at the orientation, general meeting of CSCA and year round at parent get togethers. Staff will cover the reasons importance is critical to academic success, the correlation between attendance and academic performance, consequences for unexcused absences
Written Communication with Families to educate and inform about attendance policy	<ul style="list-style-type: none"> <li>All Families</li> </ul>	1x at the beginning of the year and in our planner	Principal	The principal will send the district's written attendance policy to families. The policy will be in our planner. School-wide attendance goals will be sent to parents in our quarterly newsletter which is mailed home.
Honoring Students to motivate students to attend school regularly	<ul style="list-style-type: none"> <li>Families of students with Excellent Attendance</li> </ul>	4x/yr	Principal	Principal will announce students that will go to the pizza celebration for excellent attendance at our community meetings so that the school can celebrate the students.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Family Engagement

**Lead Responsibility:** Lisa Escobar Principal, Diann Sanusi Counselor, Laura Burns and Audrey Kaplan CSCA Board Members

**S.M.A.R.T. Goal:** Increase family engagement in our school including the number of school events attended by families, the student-parent conferences, the attendance of the parent meetings and the number of parents that volunteer at our school from 25% of our parent group to 50% of our parent group.

#### 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>
Host New Parent Meetings to increase parent understanding of school mission and academics	<ul style="list-style-type: none"> <li>Students who are new to the Center School</li> </ul>	The spring before school and in early October	Principal	Principal will meet with parents of new students to talk about the Center School and the transition from middle school to high school in the spring. Parents will receive strategies on how to help prepare a student for high school. Principal will meet with freshman parents in fall to talk about how things are going and to review graduation requirements and how to help a 9 <sup>th</sup> grader be successful.

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Communication with Families to inform parents of events to increase participation and sense of connection	<ul style="list-style-type: none"> <li>All students</li> </ul>	Year-Round	Principal, CSCA	Principal will write article for quarterly newsletter, translated into the primary languages spoken at the schools. Newsletters will highlight specific instructional strategies used in the classroom and ways parents can support their students at home. Principal will host monthly coffees with parents.
Building Parent Presence at school in order to integrate parents into school culture	<ul style="list-style-type: none"> <li>All students</li> </ul>	Year-Round	Principal, CSCA, Counselor	The CSCA will create opportunities for parents to volunteer in the school. They will lead grade level parent coffees where parents can talk to one another about their students, the school and parenting. Parent members of the CSCA will make personal phone calls to parents to personally invite them to school functions.
Parent –Pathway Dean meetings to inform parents of additional support for student achievement	<ul style="list-style-type: none"> <li>Pathway students</li> </ul>	2x/year	Pathway Dean	Students that did not pass the WASL will meet with parents and the Pathway Dean to review their student learning plans and to set learning goals

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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
Attendance at school functions	All students – year-round	Principal, Counselor	Principal and Counselor will look at the attendance and compare with the enrollment of students at TCS. It will be noted if the attendance of parents matches the diversity at our school.
Parent Survey	All students – given in spring	Principal, Accreditation team (Kim Mullen and Gerardine Carroll)	The principal and Accreditation team will administer a survey of all parents to determine how to best engage them at the school.
Sign up sheets for volunteer activities	All students at beginning of year	CSCA board members, Principal	We will compare the list of volunteers to previous years to see if the involvement has increased or decreased. We will also see which functions/activities draw more volunteers than others.

**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.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<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>
Arts Integration	Increase the scope of our school's arts program in order to create a signature arts integration college prep high school in Seattle.	In order to meet this goal, we will increase the ability for each classroom teacher to incorporate arts integration into their curriculum We will continue to build partnerships with community arts programs to enrich our curriculum.
CTE	Increase the CTE options at our school.	Meet with CTE department to strategize ways to increase our course offerings. Explore was to collaborate with other small schools to set up a consortium.
Technology	Develop a sustainable way to fund our technology needs and increase the use of technology in our classrooms	Work with the CSCA to develop a plan for fundraising to offset the cost of our technology. Build up our Digital Technology Program to expose students to state of the art digital media and processing and have professional development for staff on how to use technology effectively in the classroom.

**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
<b>Math</b>	Acceleration of Math Skills to Reach Grade Level	\$33430	Y	Pathways/LAP	Support regular math program
	Extra Instructional Time	\$33430	Y	Pathways/LAP	Support regular program
	Test Prep	\$33430	Y	Pathways/LAP	Support regular math program
	CME Math Curriculum – Pilot program	\$3000	Y	District Office	None
	Data Teams	Included in our FTE	Y	Included in General Budget	None – it is part of our staff meeting plan
	Math Workshops	Included in our FTE	Y	Included in General Budget	None – part of our schedule
<b>Attendance</b>	Family Contact	Included in our FTE	Y	Included in General Budget	None
	Contracts and Case Management	Included in our FTE	Y	Included in General Budget	None

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

---

<b>Major Focus Area</b>	<b>Strategy</b>	<b>2008-09 Budget</b>	<b>Funds Secured? (Y/N)</b>	<b>Funding Source</b>	<b>Impact to Other Programs, if any</b>
	Student Incentives	\$150	Y	CSCA	None
<b>Family Engagement</b>	New Parent Meetings	Included in FTE	Y	Included in General Budget	None
	Communication with Families	\$504	Y	Included in General Budget	None
	Building Parent Presence at school	0		CSCA	None
	Parent-Pathway Dean meetings	\$33430	Y	Pathways	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
Seattle Rep	Provide our drama program	Daily	\$45,000	CSCA	6 years
Successful Schools in Action	Community organization that supports schools in Queen Anne – provide tutors and debate club	Daily	0	0	6 years
Pacific Northwest Ballet	Provide dance class and theater workshop for students on workshop days	Monthly	0	0	2 years
Cornish College of the Arts	Provide teacher interns to teach dance	Monthly	0	0	1 year
Pottery Northwest	Provide opportunities for students to work with clay during workshops	Monthly	0	0	1 year
Goods for the Planet	Provide a space for parents to meet	Quarterly	0	0	3 years
Queen Anne Rotary	Recognize two students a month for community involvement, academic achievement and creativity. Offer senior a \$5000 scholarship	Monthly	0	0	2 years

Note: Please delete or add rows as necessary