

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Cleveland
Princess Shareef
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Revision History

Revision Number	Date	Comments
1	11/7/2008	Edits by the Office of School Improvement
2	12/16/2008	C-SIP Peer Reviews
3	01/07/2009	Edits by the Office of School Improvement

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

SECTION 1: SCHOOL 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.

Mission: Real world preparation for real world success in personalized, relevant, and rigorous small learning communities.

Vision: Our focus is on creating a supportive, challenging, healthy learning environment that prepares all students for college and productive lives after high school. Students’ needs and interests are met through the development of four-year relationships with academy teachers and staff.

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	63% of our 10 th grade students passed the Reading WASL	<p>We have created a S.M.A.R.T goal to increase the percentage of students meeting the Reading standard on the WASL to 76% in 2008-2009. In order to support this goal we will:</p> <ul style="list-style-type: none"> • Implement SpringBoard curriculum as a supplement in Language Arts. • Pilot Readers Workshop strategies and methods in the 9th and 10th grade Language Arts classes and employ balanced literacy instruction which includes read alouds, shared reading, guided reading, explicit instruction, independent reading, and conferring with students • Set classroom time aside three times a year for WASL-like Writing and Reading practice items and evaluation beginning in the 9th grade. • Pilot honors sections of Language Arts in 9th and 10th grades • Scaffold instruction to increase student participation in honors and AP courses • Support level 1-2 students with Read 180 Curriculum
2	10 th grade Writing WASL from 74%	<p>We have created a S.M.A.R.T. goal to increase the percentage of students meeting the Writing standard on the WASL to 81%. In order to support this goal we will:</p> <ul style="list-style-type: none"> • Implement SpringBoard curriculum as a supplement in Language Arts. • Pilot Readers Workshop strategies and methods in the 9th and 10th grade Language Arts classes and employ balanced literacy instruction which includes read alouds, shared reading, guided reading, explicit instruction, independent reading, and conferring with students • Set classroom time aside three times a year for WASL-like Writing and Reading practice items and evaluation beginning in the 9th grade.

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

SECTION 1: SCHOOL OVERVIEW

Insight		How is this insight addressed in our C-SIP?
2		<ul style="list-style-type: none"> • Pilot honors sections of Language Arts in 9th and 10th grades. • Scaffold instruction to increase student participation in honors and AP courses.
3	18% of our 10 th grade students passed the Math WASL	<p>We have created a S.M.A.R.T goal to increase the percentage of students meeting the Math WASL pass rate to 35% for 2008-2009. In order to support this goal we will: Collaboration periods for 9th and 10th grade math teachers</p> <ul style="list-style-type: none"> • Create an additional prep period for Math teachers at grades 9 and 10 to support collaboration in order to align curriculum, create lesson plans, lesson study and differentiation • Continued Math 2 Lab classes as support • Align math curriculum 9-12 • Pilot honors sections of Math 2, Math 3, and upper-division courses • Add honors and AP sections to increase variety and challenge level of courses offered.
4	8% of our 10 th grade students passed the Science WASL	<p>We have created a S.M.A.R.T. goal to increase the percentage of students meeting the Science WASL pass rate to 16%. In order to support this goal we will:</p> <ul style="list-style-type: none"> • Blocking 9th and 10th grade Language Arts, Math, World History, and Science classes with common prep time for those teachers to support collaboration between 9th and 10th LA, WH, and Science teachers and the alignment of interdisciplinary curriculum. • Set classroom time aside three times a year for WASL-like Science practice items and evaluation beginning in the 9th grade. • Structure Small class sizes in the 9th and 10th grades. • Plan incentives for both taking and passing the Science section of the WASL. • Create Honors and AP sections to increase variety and challenge level of courses offered.

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

SECTION 1: SCHOOL OVERVIEW

Insight		How is this insight addressed in our C-SIP?
5	Annual average attendance is 75%	<p>We have created a S.M.A.R.T. goal to increase attendance to 88%. In order to support this goal we will:</p> <ul style="list-style-type: none"> ⊙ Using Home Visits to establish personalized relationships between teachers and homes of 9th graders. ⊙ 9th grade advisors will focus home contact on attendance, with weekly calls home; supported by Americorps volunteers who will also contact 9th and 10th grade homes. • Develop system of specific, public school-based consequences and rewards related to attendance and punctuality • Create a handbook for parents detailing expectations
5		

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: SCHOOL OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	Of the 108 students who took the Reading WASL 41 earned scores of 0,1,and 2. Reading is absolutely necessary for success in the future. Students must be able to decode, read for meaning and make connections.	Increase students meeting or exceeding standard on the 10 th grade Reading WASL from 63% in 2007-2008 to 76% in 2008-2009.
Writing	Of the 113 students who took the Writing WASL 30 earned scores of 0,1,and 2. While the general trend is positive in this area, we believe that our students can perform at a higher level.	Increase students meeting or exceeding standard on the 10 th grade Writing WASL from 74% in 2007-2008 to 81% in 2008-2009
Math	Of the 112 students who took the math WASL 92 earned scores of 0,1,and 2. Twenty passed the test. This abysmal trend must be reversed in order for students to be successful.	Increase students meeting or exceeding Math WASL pass rate from 18% to 35% for 2008-2009.
Science	Of the 113 students who took the science WASL 36 earned a score of 0, 62 earned a score of 1, 6 earned a score of 2, 9 earned a score of 3 and 0 earned a score of 4.	Increase students meeting or exceeding Science WASL pass rate from 8% passing Science WASL in 2007-2008 to 16% in 2008-2009.
Attendance	We cannot reach the rest of our goals if students are not attending at a high average attendance level.	Increase Annual Average Attendance of 75% to 88%.

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

SECTION 1: SCHOOL OVERVIEW

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

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

Reading: By increasing the percent of 10th grade students passing the reading WASL, our school will contribute to the district's student performance target of 95% of 10th graders meeting or exceeding standard on the reading WASL by 2012.

Writing: By increasing the percent of 10th grade students passing the writing WASL, our school will contribute to the district's student performance target of 95% of 10th graders meeting or exceeding the standard on the writing WASL by 2012.

Math: By increasing the percent of 10th grade students passing the math WASL, our school will contribute to the district's student performance target of 82% of 10th graders meeting or exceeding standard on the math WASL by 2012.

Science: By implementing strategies for students to improve their passing of the science WASL, our school will contribute to the district's student performance target of 82% of 10th grader meeting or exceeding standard on the science WASL by 2012.

Attendance: By increasing our attendance rate from 75% to 88% and decreasing our unexcused absence rate from 17% to 10% we will contribute to the district's performance target of having the 4 year graduation rate increase to 75% by 2012.

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

SECTION 1: SCHOOL 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?

In looking at our data we found several themes that cut across our major focus areas

- Increasing the number of honors and AP courses thus, allowing students access to a rigorous curriculum
- Aligning curriculum in each content area with the support of the CollegeBoard, Accelerator schools model.
- Using common teaching and learning strategies, within each content area
- Math and Reading MAPS testing for students in the 9th and 10th grade in order to have agile formative assessments available to all content areas.
- Implementing professional development that aligns with our targeted strategies and setting up appropriate accountability measures.
- Maintaining strong community partnerships and building new partnerships aligned with our goals
- Building strong relationships with students and their families.

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

SECTION 1: SCHOOL 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: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes 14 members: 8 teachers, 1 administrator, 1 classified, 2 parents and 2 students. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; 2 parents serve on BLT • Our C-SIP presented at a PTSA meeting on September 8, 2008 and their input will be included in our on-going C-SIP refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
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: SCHOOL 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: SCHOOL OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (low-income, Black and All students) and in Math (low-income, Black and All students).. So, we are identified as a "School in Improvement" in Step 4 School's AYP Step.

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: Reading

Lead Responsibility:

Principal, Literacy coach, Language Arts department head

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

Increase students meeting or exceeding standard on the 10th grade Reading WASL from 63% to 76% in 2008-2009

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Pilot Readers Workshop strategies in grades 9 and 10	9 th and 10 th grade Level 1, 2, 3 and 4	Year round	Literacy Coach Teacher's College Coach (4 x Yearly)	Pilot Readers' Workshop strategies and methods in the 9 th and 10 th grade Language Arts classes and employ balanced literacy instruction which includes read alouds, shared reading, guided reading, explicit instruction, independent reading, and conferring with students

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement Springboard curriculum as a supplement in Language Arts. (All grade levels)	All students	Year round	Literacy Coach LA Department Head	Teachers will attend Springboard training and implement that curriculum in the fall of 2008. Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments.
Offer AP courses, pilot honors sections of Language Arts in all grades, plus on demand advanced learning opportunities in each class	Level 3 and 4 (No student, regardless of WASL level, who wishes to participate in honors or AP courses, will be discouraged from doing so.)	Year round	Literacy Coach LA Department Head	Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments. Selected teachers have/will attend AP training, create an AP syllabus and work towards accreditation
Support students with Read 180 curriculum	Level 1 and 2	Year round	Literacy Coach	Those students targeted will receive daily instruction using the Read 180 curriculum

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Blocking 9 th and 10 th grade LA classes with common prep time for those teachers to support collaboration and alignment of interdisciplinary curriculum.	9 th and 10 th grade	Fall 08	Principal Head Counselor LA Department Head Literacy Coach	Teachers will have the opportunity to collaborate each day, with their common prep in order to improve instruction for their grade level students.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Use classroom based assessments, progress reports, SSR running records, conferring	Weekly	Teachers	Teachers will use assessment data to guide instruction and develop lesson plans
Implement MAPS testing	9 th and 10 th 3 x a year	Assistant Principal Pathways Dean	Teachers will use MAPS data to identify group and individual skill levels in order to develop instructional plans.
Use SpringBoard embedded assessments	At the end of each unit	Literacy Coach	Teachers will use the Springboard assessments data to guide instruction.
Implement Read 180 Assessments	28 targeted level 1 ad 2 students in two sections of Read 180	Teacher	The teacher will use Read 180 assessments to identify specific skills students need instruction in and will develop instructional plans based on that data.
Conduct weekly administrative learning walks with feedback to staff	All students Weekly	Principal	The administrative team will conduct weekly learning walks and report back to whole staff using the wows and wonders protocol in order to improve instruction

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
Use PSAT Data	9,10,11	Assistant Principal Head Counselor	Teachers, will view use data to assess student skill levels and make mid point adjustments to meet student needs. Students and guardians will have individual results available to look at this summative data
<i>Continue Data-In-A-Day</i>	All students 3 x yearly	Professional Development Coach	The Data in a day team will collect data using a rubric and report observations and trends to the Cleveland community.
lesson study with faculty	All students 2 x monthly	Literacy Coach, Dr. Margery Ginsberg, U.W.	Teachers will work with Dr. Margery Ginsberg utilizing her <i>Motivational Framework</i> , as the lens through which they view the work of the lesson study process.
WASL	10 th grade students	Principal	This summative assessment will be used to support professional development planning in the fall. The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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>	
Coaching to support collaborative planning	9 th and 10 th LA teachers	2.5 times weekly	Teachers will meet Monday, Wednesday and every other Friday, with literacy coach during their additional prep to plan lessons, look at student work, etc.
Critical Friends Groups, Department Meetings	Whole Staff	2 x monthly 2 hours	Teachers will participate in professional development in both CFG groups that will meet 1 x monthly and monthly department meetings.
Spring Board training	Whole Staff	4 x yearly (full days)	Language Arts teachers will participate in PD developed at the district level.
EXCEerator School training	Whole Staff	4 x yearly (full days)	Teachers in content areas will meet to align curriculum 9-12
Readers/Writers Teachers College Training	9 th and 10 th grade LA teachers plus special Ed. Resource LA and Bilingual	4 x yearly (full days)	Teachers will work with literacy coach and T/C trainer to plan units of study.

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>
Pilot Home Visits to all 9 th grade student families.	9 th Grade students Reclassified 9 th graders (75)	To be completed by October 23 rd	Home Visit committee	Each staff member is responsible for visiting five 9 th grade homes
Family Engagement Night event, with literacy as a focus.	Whole School	One per semester	LA Department	The LA department will plan one family engagement activity to highlight student work during each semester. (Second semester activity will most likely be the Senior Project)
Curriculum Night	Whole School	September 18 th	Principal	Families visit classrooms in order to learn about curriculum and class expectations.
9 th grade conferences	9 th grade class	October 08	Assistant Principal	Teachers will meet with 9 th grade students and their families in order to discuss academic progress.
Whole school conferences	All school	November 18 th	Assistant Principal	Teachers will meet with students and their families in order to discuss academic progress

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Writing

Lead Responsibility:

Principal, Literacy Coach and Language Arts Department head

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

Increase students meeting or exceeding standard on the 10th grade Writing WASL from 74% in 2007-2008 to 81% in 2008-2009

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement Springboard curriculum as a supplement in Language Arts. (All grade levels)	All students	Year round	Literacy Coach LA Department Head	Teachers will attend Springboard training and implement that curriculum in the fall of 2008. Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Offer AP courses, pilot honors sections of Language Arts in all grades, plus on demand advanced learning opportunities in each class	Level 3 and 4 (No student who wants to participate in honors classes is turned away regardless of level)	Year round	Literacy Coach LA Department Head	Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments. Selected teachers have/will attend AP training, create an AP syllabus and work towards accreditation
Pilot Writers Workshop strategies in grades 9 and 10	9 th and 10 th grade Level 1, 2 ,3 and 4	Year round	Literacy Coach Teacher's College Coach (4 x Yearly)	Pilot Writers Workshop strategies and methods in the 9 th and 10 th grade Language Arts classes and employ workshop units of study that includes but is not limited to narrative and persuasive writing, poetry and word work (grammar).
Blocking 9 th and 10 th grade LA classes with common prep time for those teachers to support collaboration and alignment of interdisciplinary curriculum.	9 th and 10 th grade	Fall 08	Principal Head Counselor LA Department Head Literacy Coach	Teachers will have the opportunity to collaborate each day, with their common prep in order to improve instruction for their grade level students.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Use classroom based formative assessments	Weekly	Teachers	Teachers will design formative assessment and use the data to guide instruction and develop lesson plans
Use SpringBoard embedded assessments	At the end of each unit	Literacy Coach	Teachers will use the Springboard assessments data to guide instruction.
Conduct weekly administrative learning walks with feedback to staff	All students Weekly	Principal	The administrative team will conduct weekly learning walks and report back to whole staff using the wows and wonders protocol in order to improve instruction
PSAT Data	9,10,11	Assistant Principal Head Counselor	Teachers, will view use data to assess student skill levels and make mid point adjustments to meet student needs. Students and guardians will have individual results available to look at this summative data
Continue <i>Data-In-A-Day</i>	All students 3 x yearly	Professional Development Coach	The Data in a day team will collect data using a rubric and report observations and trends to the Cleveland community.
lesson study with faculty	All students 2 x monthly	Literacy Coach, Dr. Margery Ginsberg, U.W.	Teachers will work with Dr. Margery Ginsberg utilizing her <i>Motivational Framework</i> , as the lens through which they view the work of the lesson study process.

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	10 th grade students	Principal	<p>This summative assessment will be used to support professional development planning in the fall.</p> <p>The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.</p>

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>	
Coaching to support collaborative planning	9 th and 10 th LA teachers	2.5 times weekly	Teachers will meet Monday, Wednesday and every other Friday, with literacy coach during their additional prep to plan lessons, look at student work, etc.
Critical Friends Groups, Department Meetings	Whole Staff	2 x monthly 2 hours	Teachers will participate in professional development in both CFG groups that will meet 1 x monthly and monthly department meetings.
SpringBoard training	Whole Staff	4 x yearly (full days)	Language Arts teachers will participate in PD developed at the district level.
EXCEerator School training	Whole Staff	4 x yearly (full days)	Teachers in content areas will meet to align curriculum 9-12
Readers/Writers Teachers College Training	9 th and 10 th grade LA teachers plus special Ed. Resource LA and Bilingual	4 x yearly (full days)	Teachers will work with literacy coach and T/C trainer to plan units of study.

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>
Pilot Home Visits to all 9 th grade student families.	9 th Grade students Reclassified 9 th graders (75)	To be completed by October 23 rd	Home Visit committee	Each staff member is responsible for visiting five 9 th grade homes
Family Engagement Night event, with literacy as a focus.	Whole School	One per semester	LA Department	The LA department will plan one family engagement activity to highlight student work during each semester. (Second semester activity will most likely be the Senior Project)
Curriculum Night	Whole School	September 18th	Principal	Families visit classrooms in order to learn about curriculum and class expectations.
9 th grade conferences	9 th grade class	October 08	Assistant Principal	Teachers will meet with 9 th grade students and their families in order to discuss academic progress.
Whole school conferences	All school	November 18	Assistant Principal	Teachers will meet with students and their families in order to discuss academic progress

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Math

Lead Responsibility: Principal, Math Coach, Math Department Head

S.M.A.R.T. Goal: Increase students meeting or exceeding Science WASL pass rate from 8% passing Science WASL in 2007-2008 to 16% in 2008-2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Collaboration periods for 9 th and 10 th grade math teachers	All 9 th and 10 th Grade	Fall 08	Math Dept Head Math Coach	Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Pilot honors sections of Math 2, Math 3 Add AP courses (Stats, Calculus)	WASL Level 3 – 4 Students	Fall 08	Math Dept Head Math Coach	Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments. Selected teachers have/will attend AP training, create an AP syllabus and work towards accreditation
Continued Math 2 Lab classes as support	All students enrolled in Math 2 (4 sections)	Fall 08	Math Dept Head Counseling Dept	Each student will be enrolled in a Math 2 class and a Math 2 lab. The focus of the lab is to add extra math instruction and practice time.
Continue Pathways math sections for those students needing math support	Students who have not passed the Math WASL and those needing additional math support	Fall 08	Math Dept Head Counseling Dept	Student who have not passed the math WASL be taught utilizing strategies specifically designed to support accelerated math growth.
Focus on differentiation in teacher collaboration	All students	Fall 08	Math Coach	In all PD and coaching opportunities there will be a focus on using High Leverage Strategies to engage students and support them at their varied experiential and skill levels.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Blocking 9 th and 10 th grade Math classes with common prep time for those teachers to support collaboration and alignment of interdisciplinary curriculum.	9 th and 10 th grade	Fall 08	Principal Head Counselor Math Department Head Math coach	Teachers will have the opportunity to collaborate each day, with their common prep in order to improve instruction for their grade level students.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
IMP unit assessments	IMP 1,2,3	Classroom teachers will assess and report	Teachers will use IMP assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
MAPS testing data in 9 th and 10 th	9 th and 10 th 3 x a year	Assistant Principal Pathways Dean	Teachers will use MAPS data to identify group and individual skill levels in order to develop instructional plans.
Pass rates from IMP 1A to 1B and 2A and 2B,	All students enrolled in IMP 1 and 2 courses	Math Dept Head Registrar	This data will be used to inform CFG and Department meetings with regard to trends, patterns (i.e., racial or gender issues) of those students who are successful in these classes. With the expectation that we make adjustments to support student success for all.
Honors and AP sections grade distribution	All students enrolled in honors and AP courses	Math Dept Head Registrar	This data will be used to inform CFG and Department meetings with regard to trends, patterns (i.e., racial or gender issues) of those students who are successful in these classes. With the expectation that we make adjustments to support student success for all.
Weekly administrative learning walks with feedback to staff;	Whole school	Principal	The administrative team will conduct weekly learning walks and report back to whole staff using the wows and wonders protocol in order to improve instruction

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
Lesson study with faculty	All students 2 x monthly	Math Coach, Dr. Margery Ginsberg, U.W.	Teachers will work with Dr. Margery Ginsberg utilizing her <i>Motivational Framework</i> , as the lens through which they view the work of the lesson study process.
WASL	10 th grade students	Principal	<p>This summative assessment will be used to support professional development planning in the fall.</p> <p>The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.</p>
PSAT Data	9,10,11	Assistant Principal Head Counselor	<p>Teachers, will view use data to assess student skill levels and make mid point adjustments to meet student needs.</p> <p>Students and guardians will have individual results available to look at this summative data</p>

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>	
Critical Friends Groups, Department Meetings	Whole Staff	2 x monthly 2 hours	Teachers will participate in professional development in both CFG groups that will meet 1 x monthly and monthly department meetings.
Coaching to support collaborative planning	9 th and 10 th LA teachers	2 times weekly	Teachers will meet Monday, Wednesday with the math coach during their additional prep to plan lessons, look at student work, etc.
EXCEerator School training	Whole Staff	4 x yearly (full days)	Teachers in content areas will meet to align curriculum 9-12

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family Engagement Night event, with math as a focus.	9 th and 10 th grade families	One per year	LA Department	The Math department will plan one family engagement activity to highlight student work during the year.
Curriculum Night	Whole School	September 18th	Principal	Families visit classrooms in order to learn about curriculum and class expectations.
9 th grade conferences	9 th grade class	October 08	Assistant Principal	Teachers will meet with 9 th grade students and their families in order to discuss academic progress.
Whole school conferences	All school	November 18 th	Assistant Principal	Teachers will meet with students and their families in order to discuss academic progress

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

Principal, Science Department (Shared responsibility) and Science Coach

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

Increase students meeting or exceeding Science WASL pass rate from 8% passing Science WASL in 2007-2008 to 16% in 2008-2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Blocking 9 th and 10 th grade LA classes with common prep time for those teachers to support collaboration and alignment of interdisciplinary curriculum.	9 th and 10 th grade	Fall 08	Principal Head Counselor Science Department Science Coach	Teachers will have the opportunity to collaborate each day, with their common prep in order to improve instruction for their grade level students.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Set classroom time aside three times a year for WASL-like Science practice items and evaluation beginning in the 9 th grade.	9 th and 10 th grade	3 x yearly	Science Department	The science department will plan and implement these practice sessions throughout the year. They will use the data to create instructional strategies to improve student academic skills.
Plan activities to support a better student understanding of the need for both taking and passing the Science section of the WASL.	9 th and 10 th grade	Fall 08	Science Department	The teachers will plan activities that help students understand the importance of taking the WASL science sections seriously. (The ninth grade will be the first class expected to pass this section.)
Add honors and AP sections to increase variety and challenge level of courses offered.	Whole School	Fall 08	Science Department	Teacher will be given the opportunity to collaborate during early release days, both in CFG groups and department meeting in order to align this curriculum, plan lessons, look at student work and plan, implement and evaluate common assessments. Selected teachers have/will attend AP training, create an AP syllabus and work towards accreditation

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom based assessments	Whole school weekly	Classroom teachers will assess	Teachers will use classroom based assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
Pass rates physical science and biology courses	All students enrolled physical science and biology	Science Department Registrar	This data will be used to inform CFG and Department meetings with regard to trends, patterns (i.e., racial or gender issues) of those students who are successful in these classes. With the expectation that we make adjustments to support student success for all.
Honors and AP sections grade distribution	All students enrolled in honors and AP courses	Science Department Registrar	This data will be used to inform CFG and Department meetings with regard to trends, patterns (i.e., racial or gender issues) of those students who are successful in these classes. With the expectation that we make adjustments to support student success for all.
Weekly administrative learning walks with feedback to staff;	Whole school	Principal	The administrative team will conduct weekly learning walks and report back to whole staff using the wows and wonders protocol in order to improve instruction

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
Lesson study with faculty	All students 2 x monthly	Math Coach, Dr. Margery Ginsberg, U.W.	Teachers will work with Dr. Margery Ginsberg utilizing her <i>Motivational Framework</i> , as the lens through which they view the work of the lesson study process.
WASL	10 th grade students	Principal	<p>This summative assessment will be used to support professional development planning in the fall.</p> <p>The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.</p>
PSAT Data	9,10,11	Assistant Principal Head Counselor	<p>Teachers, will view use data to assess student skill levels and make mid point adjustments to meet student needs.</p> <p>Students and guardians will have individual results available to look at this summative data</p>

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>	
Critical Friends Groups, Department Meetings	Whole Staff	2 x monthly 2 hours	Teachers will participate in professional development in both CFG groups that will meet 1 x monthly and monthly department meetings.
Coaching to support collaborative planning	9 th and 10 th LA teachers	2 times weekly	Teachers will meet Monday, Wednesday with the math coach during their additional prep to plan lessons, look at student work, etc.
EXCELerator School training	Whole Staff	4 x yearly (full days)	Teachers in content areas will meet to align curriculum 9-12

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family Engagement Night event, with science as a focus.	9 th and 10 th grade families	One per year	LA Department	The Math department will plan one family engagement activity to highlight student work during the year.
Curriculum Night	Whole School	September 18 th	Principal	Families visit classrooms in order to learn about curriculum and class expectations.
9 th grade conferences	9 th grade class	October 08	Assistant Principal	Teachers will meet with 9 th grade students and their families in order to discuss academic progress.
Whole school conferences	All school	November 18 th	Assistant Principal	Teachers will meet with students and their families in order to discuss academic progress

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Attendance

Lead Responsibility: Principal, BLT

S.M.A.R.T. Goal: Increase Annual Average Attendance of 75% to 88%.

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>
Using Home Visits to establish personalized relationships between teachers and homes of 9 th graders.	9 th Grade	Fall 08	Home Visit Team	

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Grade level teams will focus home contact on attendance supported by Americorps volunteers who will also contact 9 th and 10 th grade homes.	Whole school	Whole Year	Grade Level Teams	
Develop system of specific, public school-based consequences and rewards related to attendance and punctuality	Whole school	Whole Year	Principal BLT	
Create a handbook for parents detailing expectations	Whole school	Fall 08	Assistant Principal	
Contracts and Case Management	Whole school	Fall 08	Student Intervention Team Grade Level Teams	

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Monthly Attendance Reports	All students	Assistant Principal Attendance Secretary	Monthly attendance reports will allow teachers, administrators and student support personnel to identify and intervene quickly with students with attendance issues.
Truancy Reports	All students	Assistant Principal Attendance Secretary	Truancy reports will allow administrators and student support personnel to intervene with regard to issues of unexcused absences.

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>	
Home visit training	All staff	1 x yearly	Staff will be trained by district level Family Engagement staff.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family communication	All families	Year round	Principal, Assistant Principal	School staff will address the importance of attendance to all parents through: <ul style="list-style-type: none"> • written communication in the fall informational packets • reiterated during curriculum night • written communication via each class syllabus • both written and verbal communication with PTSA

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Career and Tech Ed	Align tech courses with opportunities for internships and other career experiences and add additional rigorous tech courses	Cultivate pathways to internships and career options Increase course offerings including Digipen and the corresponding Tech Prep Credit.
Social Studies	Maintain World History IV as a 10 th grade required elective. Vertical alignment in World History curriculum. Examine results of state-mandated Classroom Based Assessments.	Create Master schedule that includes World History IV Align curriculum as part of the EXCEerator program activities Examine state mandated CBAs as a part of the work of the SS CFG and department meetings
World Language	Build 4 th -year and AP programs in both Spanish and French. Provide Opportunities for additional global languages	Continue hosting One World Now! Providing Arabic and Mandarin classes after school. More frequent global travel opportunities for students. Closer articulation with feeder schools.
Arts	Build music and drama programs and partnerships.	Maintain relationship with Intiman Theater, specifically the Rough Eagles and Living History programs. Music performances and Arts Exhibition events. Examine results of state-mandated Classroom Based Assessments.
Social Emotional	Create a concise system to align all student intervention options including community agencies.	This is to be the work of the Student Support CFG this fall

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
Reading/Writing	Pilot Readers Workshop strategies in grades 9 and 10	\$8,000 (SEEI Planning budget used for Readers/Writers Training)	Y	Gates Achievers Grant	N/A
Reading/Writing	Implement Springboard curriculum as a supplement in Language Arts. (All grade levels)		Y	South East Education Initiative	None
Reading/Writing Math/Science	Offer AP courses, pilot honors sections of LA, Math, Science in all grades, plus on demand advanced learning opportunities in each class	\$17,000 (SEEI Planning Budget used for AP training)	Y	South East Education Initiative	None
Reading	Support students with Read 180 curriculum	.4 FTE	Y	SDD	None
Reading/Math/ Sci	Blocking 9 th and 10 th grade LA, Math and Science classes with common prep time for those teachers to support collaboration and alignment of interdisciplinary curriculum.	3.0 FTE	Y	South East Education Initiative	None

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
Math	Continued Math 2 Lab classes as support	1.0 FTE	Y	South East Education Initiative	None
Math	Continue Pathways math sections for those students needing math support	1.0 FTE	Y	SSD	None
Math	Focus on differentiation in teacher collaboration	N/A	N/A	N/A	N/A
Reading Writing Math Science	Set classroom time aside three times a year for WASL-like LA/RDG/MA and Science practice items and evaluation beginning in the 9 th grade.	N/A	N/A	N/A	N/A
Science	Plan activities to support a better student understanding of the need for both taking and passing the Science section of the WASL.	N/A	N/A	N/A	N/A
Attendance	Using Home Visits to establish personalized relationships between teachers and homes of 9 th graders.		Y	SSD/Flight	None
Attendance	Grade level teams will focus home contact on attendance supported by Americorps volunteers who will also contact 9 th and 10 th grade homes.	\$25,000	Y	LAP	None

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
Attendance	Develop system of specific, public school-based consequences and rewards related to attendance and punctuality	N/A	N/A	N/A	N/A
Attendance	Create a handbook for parents detailing expectations	N/A	N/A	N/A	N/A
Attendance	Contracts and Case Management	N/A	N/A	N/A	N/A

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
College Access Foundation	This partner supports two programs here at Cleveland: 1. Achiever's Scholarships – Students qualifying earn a \$50,000 scholarship to a four year institute (focus of this group is 11-12 graders). 2. Heroes – Supporting students wanting to go to college. The focus of this project is 9 th and 10 th graders.	School operating hours w/some before and after school services	Varies	College Access Foundation totally funds this grant	Grant Ends 2010
Gates Achiever's Grant	<i>Building and Strengthening a College-Ready Culture</i> , including changing course-taking patterns (college eligibility), if necessary, and focusing on the quality of student work (college preparedness) in ways that will lead to students graduating college-ready. This also includes introducing and promoting college as an attainable option for all students and in coordination with middle schools (college-awareness).	This grant is used to support professional development	Gates Foundation	\$95,000	Grant Ends June 2009
Public Health Seattle-King County	School Based Health Centers address non-academic barriers to learning through the on-site provision of adolescent-focused primary health and mental health care.	Operating hours of the school w/ some before and after school services.	Family and Education Levy Funds	Approximately \$300,000 (\$200K FEL and \$100K other)	Began 2005

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

Partner(s)	Description	Timing <i>(when, how often)</i>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
PTSA	Parents, Teachers, Students Association Partners with us to support student academic and social growth	Meets once monthly, but supports activities as needed	NA	NA	Ongoing

Note: Please delete or add rows as necessary