

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Denny Middle School

Jeff Clark

September 22, 2008

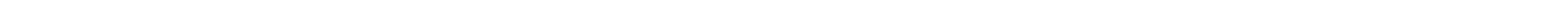


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Revision History

| Revision Number | Date | Comments |
|-----------------|-------------------|---------------------------------------|
| Revision 1 | November 12, 2008 | Edits by Office of School Improvement |
| Revision 2 | December 10, 2008 | C-SIP Peer Reviews |
| Revision 3 | January 7, 2009 | Edits by Office of School Improvement |
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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.

Denny Middle School Mission Statement: Academic Excellence—for Every Student—in Our Global Village.

DENNY'S VISION FOR CURRICULUM AND INSTRUCTION

- ❖ Curriculum is standards based, data driven and aligned 6th through 8th
- ❖ Curriculum is integrated across content areas and organized around essential questions
- ❖ Curriculum and instruction engages students in active, inquiry based, and hands-on learning
- ❖ Curriculum is challenging for ALL students and inclusive of ALL students
- ❖ Multicultural perspectives and experience are embedded in the curriculum
- ❖ Curriculum and instruction supports students' "learning to learn" and effectively demonstrating what they know
- ❖ Curriculum and instruction supports higher level thinking skills and problem solving strategies

DENNY'S VISION FOR STUDENT CLIMATE AND CULTURE

- ❖ Students learn to solve real life problems
- ❖ Students' diverse cultures are acknowledged, valued and celebrated
- ❖ Every student has one significant adult mentor through their homeroom teacher
- ❖ Students feel safe
- ❖ Students treat each other and staff with respect
- ❖ Students have a voice in the school
- ❖ Students are empowered, inspired learners
- ❖ Students learn within "houses"
- ❖ Students are held to high standards of academic performance

DENNY'S VISION FOR STAFF CLIMATE AND CULTURE

- ❖ Staff commits to Denny's vision
- ❖ Staff treats each other and students with respect
- ❖ Staff have high expectations for student learning and staff performance
- ❖ Staff values and engages in open, reflective communication
- ❖ Staff are open to new ideas and possibilities

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

SECTION 1: OVERVIEW

- ❖ Staff support an environment of risk taking
- ❖ Staff have common planning time to develop curriculum and instructional strategies
- ❖ Staff work in unified teams
- ❖ Staff demonstrate expertise with adolescent development
- ❖ Staff have adequate resources (time, materials and space) to support engaging instruction
- ❖ Staff have professional development opportunities aligned with the Transformation Plan

DENNY'S VISION FOR PARENT AND COMMUNITY

- ❖ Parents and community feel welcome in the school and are encouraged to be part of the school community
- ❖ Parents and community are utilized as resources to the learning community
- ❖ Parents are partners in their student's learning
- ❖ Cultural perspectives and values of families are respected
- ❖ The decision making process includes parents representative of the diversity in the school community
- ❖ Business and other community partnerships are engaged in authentic work in the school

DENNY'S VISION FOR FACILITY AND CAMPUS

- ❖ The school provides community access to learning opportunities outside of traditional school hours
- ❖ Space is organized to support "houses"/teams (small learning groups)
- ❖ The facility supports technology as a tool for learning
- ❖ Space supports quality instruction
- ❖ The campus is safe, beautiful, maintained and a source of pride
- ❖ The facility is wheel chair accessible

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

SECTION 1: OVERVIEW

What have we learned from our data?

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

| | Insight | How is this insight addressed in our C-SIP? |
|---|--|---|
| 1 | <p>Reading: The following percentages of our students scored in the level 2 range on the Reading WASL:</p> <p>26.6% of our 6th grade 35.1% of our 7th grade 19.4% of our 8th grade</p> | <ul style="list-style-type: none"> • We will set a S.M.A.R.T. goal to reach AYP by making specific targeted student learning plans to reach the students currently below standard. • We will work on getting all students in “just right” high interest books across the literary genres. • We will use the data that we collect throughout the year (MAP, School Turnaround) to collaboratively plan how we will meet the student’s learning needs. • All students currently below standard will receive additional instruction time in a second reading class (Book Club) or as a part of our extended school year plan. • We will confer with students to help them to set individual next step goals that they are ready for in their writing. |
| 2 | <p>Reading: On the Literary Text Critical Thinking strand, the following percentage of students met standard by grade level:</p> <p>6th Grade: 49% 7th Grade: 38.3% 8th Grade: 39.3%</p> | <ul style="list-style-type: none"> • We will set a S.M.A.R.T. goal to move the students currently below standard to proficiency with this strand. • We will spend more time engaging the students in analyzing author’s purpose, critically thinking about the need for literature for different audiences and applying their learning to other experiences. • We will identify and utilize texts to practice critical thinking in texts. |
| 3 | <p>Writing: 28.9% of our students are close to meeting Writing standards; scoring in level 2 range.</p> | <ul style="list-style-type: none"> • We will focus on getting all students to standard by partnering with Teacher’s College’s Writer’s Workshop Program • We will collaborate and plan with our literacy coach to meet all students where they are and take them to the next level. • We will confer with students to help them to set individual next step goals that they are ready for in their writing. |

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

SECTION 1: OVERVIEW

| Insight | | How is this insight addressed in our C-SIP? |
|---------|---|--|
| 4 | Math: Among the 5 Content Strands, Geometric Sense and Algebraic Sense show the most gap - over 10% gap compared to the state average in all 3 grade levels. | <ul style="list-style-type: none"> • Part of our collaboration plan (Data Team) time agenda will be focused on Geometric and Algebraic Sense • We will design Problems of the Week that stress mastery of geometric and algebraic sense • Progress towards mastery of these strands will be monitored as a result of data review |
| 5 | Math: Among the 3 Process Strands, Making Connections shows the most gap - over 10% gap compared to the state average in all 3 grade levels. | <ul style="list-style-type: none"> • Part of our collaboration plan (Data Team) time agenda will be focused on Making Connections • Making connections will be emphasized as we “push for understanding” and in our mathematical discourse • Progress towards mastery of this strand will be monitored as a result of data review |

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 | We believe we are preparing every student for success in high school, college, and life—math is a core subject needing our focus. | Increase the passage rate of 6 th , 7 th and 8 th grade students as measured by the Mathematics portion of the WASL 6 th grade: 2008 = 35.7% 2009 Target = 59% 7 th grade: 2008 = 27.6% 2009 Target = 59% 8 th grade: 2008 = 37.6% 2009 Target = 59% |
| Science | We believe we are preparing every student for success in high school, college, and life—science is a core subject needing our focus. | Increase the passage rate of 8 th grade students as measured by the Science portion of the WASL: 8 th grade: 2008 = 26.7% 2009 Target = 48% |
| Reading | We believe we are preparing every student for success in high school, college, and life—reading is a core subject needing our focus. | Increase the passage rate of 6 th , 7 th and 8 th grade students to 66% as measured by the Reading portion of the WASL. 6 th grade: 2008 = 55.6% 2009 Target = 66% 7 th grade: 2008 = 41.4% 2009 Target = 66% 8 th grade: 2008 = 60.3% 2009 Target = 66% |
| Writing | We believe we are preparing every student for success in high school, college, and life—writing is a core subject needing our focus. | Increase the passage rate of 7 th grade students as measured by the Writing portion of the WASL: 7 th grade: 2008 = 54.9% 2009 Target = 70% |

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

SECTION 1: OVERVIEW

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

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

- **Math:** By increasing the percentage of 6th, 7th and 8th grade students who meet WASL math standards to 59%, our school will be on pace to contribute to the SPS student performance target of 80% of 7th graders meeting or exceeding math standards by 2012-13. Additionally, this goal supports the SPS academic milestone of 7th graders being ready for algebra by 8th grade.
- **Reading:** By increasing the percentage of 6th, 7th and 8th grade students who meet WASL reading standards to 66% our school will contribute to the district's academic milestone of 90% of 9th graders being ready for high school by 2012-13.
- **Writing:** By increasing the percentage of 6th, 7th and 8th grade students who meet WASL reading standards to 70% our school will contribute to the district's academic milestone of 90% of 9th graders being ready for high school by 2012-13.
- **Science:** By increasing the percentage of 8th graders who meet WASL science standards to 48%, our school will contribute to the district's student performance target of 80%.
- **Family Engagement:** By increasing family engagement in our school, we will support the district's vision of the whole community being engaged as partners in supporting and strengthening the school system. This work supports the goal in the Strategic Plan to engage our families more often and more effectively.

What are the school-wide strategies that cut across major focus areas?

Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?

- Cultural Competence – Dr. Bireda's Work
- Infusing a global perspective in all curricula
- High Leverage practices used in all content areas

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

SECTION 1: OVERVIEW

Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

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

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

SECTION 1: OVERVIEW

School Improvement Review

| Topic | Description | |
|---|--------------------|--|
| How were constituencies involved in the self-review of school's program that led to the development of the C-SIP? | School Staff: | <ul style="list-style-type: none"> • Our Building Leadership Team (BLT) includes five Certificated staff representatives (Grade 6, 7, 8, ELL, Special Ed), one Classified (one SAEOP), Assistant Principal, Principal, and one SEA representative. In the future, there will be a Parent representative and one additional Classified (Parapro). • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments; developing, sharing, and refining our C-SIP; coordinating school reform efforts and the corresponding professional development; developing our annual budget; and inputting feedback from staff. |
| | District: | IDs; School Improvement (SI) Department. |
| | Parents/Community: | <ul style="list-style-type: none"> • Our C-SIP goals/strategies/activities (from our four areas of Reading, Writing, Science, and Math) include input from BLT, all staff, and PTSA. Members of the BLT have attended PTSA meetings and collected input on our C-SIP in both English and Spanish. • Specifically, our C-SIP was presented at our PTSA meetings on September 16, and October 14, 2008. Other opportunities for input and refinement will take place throughout the school year. |
| | Outside Experts: | IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).> |
| What was the process of developing the C-SIP? | Spring: | Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft. |
| | Summer: | Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP. |
| | Fall: | Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans. |
| | Ongoing: | Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin. |

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

| Topic | Description |
|---|--|
| <p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p> | Central Office provides instructional / content coaches in academic areas of need. |
| How were parents notified of the school's Parent Policy? | In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters. |
| What are the district's responsibilities in this process? | <ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning. |

Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

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 did not make AYP in Spring 2008 in Reading (All, Black, Hispanic, Limited English, Special Ed, Low Income) and Math (All, Black, Hispanic, Limited English, Special Ed, Low Income) for two or more years in a row. So, we are identified as a "School in Improvement" in Step 3.

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: Kyung Chung, Math Coach; Gary Lai, math subject matter specialists; Jeff Clark, Principal

S.M.A.R.T. Goal: Increase the passage rate of 6th, 7th and 8th grade students to 59%--in all subgroups-- as measured by the Mathematics portion of the 2009 WASL
 6th grade: 2008 = 35.7% 2009 Target = 59%
 7th grade: 2008 = 27.6% 2009 Target = 59%
 8th grade: 2008 = 37.6% 2009 Target = 59%

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 the Denny collaboration plan. | All students | Every week teachers will be given an extra prep period to collaborate with grade-level, subject-matter peers. | Kyung Chung, Math Coach; Jeff Clark, Principal | The weekly collaboration meetings will dedicate weekly time for teachers to: monitor the pacing guide, collaboratively analyze the Problem of the Week, discuss the implementation of "High Leverage Practices" and plan instruction based on formative assessment results. |

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

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|------------------------|--|--|---|
| Extend learning time for students. | Level 1 and 2 students | All year, including: extra time during and after the school day, during breaks, and over the summer. | Chung; Clark; Gary Lai, Subject-Matter Specialist; Michael Griffin, MSSP Coordinator | We will hand-schedule students currently at levels 1 & 2 into second math classes, the 7 th period math program, our break camps, and our summer school— ensuring full participation. We will continue our partnership with UW MESA, while aligning all of our efforts to state standards more thoroughly. |
| Development alignment, K-12 as a part of the Flight Schools Initiative | All students | Several times throughout the year | Clark; BLT Members; John Boyd, CSHS; Principals of feeder Elementary schools | As a part of our Flight Schools work, we will continue to work on curricular and programmatic alignment with our feeder elementary schools and with Chief Sealth High School |
| Create and implement DMS writing rubrics for math | All Students | 1 st quarter— creation of rubrics 2 nd quarter— implementation of use | Oatis, Chung, Diers, and Lai | To increase the quality of writing across all the subject areas we will consistently create/use these rubrics to provide consistent expectations school-wide. |

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> |
| CMP2 unit assessments | All students in school | Teachers will administer assessments according to the district curriculum calendar. Lead staff: Chung and Lai. | Teachers will use CMP2 assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data. |
| MAP | All students (continuous progress monitoring) | Three times a year (fall, winter, and spring) all Denny students will take the MAP assessment. Lead staff: Chung, Lai, Clark, Kriegsmann. | Teachers collaboratively analyze the MAP results as a way of monitoring student progress. These results will be used as a basis for planning. |

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> | |
| CMP2 curriculum training provided by the District | All math teachers | Varied, depending on individual teacher | District sponsored CMP2 PD days |
| Studio Lesson days | All math teachers | 4 times per year | UW facilitated training |
| Collaboration Plan | All math teachers | One period per week. | Chung and Clark will facilitate sessions |

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

| Strategy | Targeted Families | Timing | Lead to Implement Strategy | Description |
|---|--|--|---|--|
| <i>Please provide a brief title of the strategy</i> | <i>Which families will be the focus of this strategy?</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i> |
| Academically-focused Family Events | Families of all students, with at least 50% of participating families representing students who are Level 1 or 2 in math | 1x/year (November) | Chung, Lai, Clark, All Math Teachers | The school will hold a Math Family Night to engage families in supporting their students in Math. |
| Student/Family Report Card Conferences | All Students | 2x/year (fall and spring) | Math Teachers | Teacher will hold Report Card conferences with parents and students to discuss progress in math. |
| Home Visits | All families | August through October | Clark, Oatis | All staff will participate in our home visit efforts to build stronger relationships with our students and families. |

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Science

Lead Responsibility: Michelle Peterson, Jeff Clark

S.M.A.R.T. Goal: Focus on offering opportunities for student learning around the systems strand in order to increase the passage rate of 8th grade students – in all sub-groups – from 26.7% to 47.9% (state standard) as measured by the Science portion of the 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> |
| Create and implement DMS writing rubrics for science | All Students | 1 st quarter— creation of rubrics 2 nd quarter— implementation of use | Oatis and Peterson | To increase the quality of writing across all the subject areas we will consistently create/use these rubrics to provide consistent expectations school-wide. |

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

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|--|-----------------------------------|--|--|
| Systematically prepare all students to meet or exceed standard on the systems, inquiry, and application strands of the science WASL. | <ul style="list-style-type: none"> All students | 2008-2009 school year | All science teachers | Teachers will have weekly collaboration meetings, along with school-wide departmental meetings to include the entire science department. These meetings will include looking at student work samples including science notebook writing, using annotated WASL rubrics, and WASL release items. |
| Provide additional student support through a Science WASL Camp | <ul style="list-style-type: none"> All students, targeting level 1 and level 2 students | 2008-2009 school year breaks | Jeff Clark, Michael Griffin, MSSP Coordinator | Denny staff will hold science camps during the school year breaks. |
| Align science teaching and learning throughout all grade levels (K-12) as part of the Flight Schools Initiative | <ul style="list-style-type: none"> All students | Several times throughout the year | Clark; BLT Members; John Boyd, CSHS; Principals of feeder Elementary Schools | As part of our Flight Schools work, we will continue to work on curricular and programmatic alignment with our feeder elementary schools and with Chief Sealth High School |

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 of unit pre- and post-assessments, as well as other formative assessments (including but not limited to exit tickets, observations, journal writes, etc.) | All students | All science teachers will administer and analyze formative assessments to help guide instructional planning. | Formative assessments will provide teachers with information about which skills students are having success with and which skills students need further instruction or practice. Teachers can develop and revise lesson plans using the data collected from the formative assessments. These assessments will be created/provided as a department. |

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> | |
| Implement the Denny Collaboration Plan | 7 th and 8 th grade science teachers; Jeff Clark | Every week teachers will be given extra prep period to collaborate with grade-level, subject matter peers. | The weekly 7 th and 8 th grade collaboration meetings will dedicate time for teachers to: development curriculum maps/with pacing components, collaboratively analyze assessments, familiarize themselves with the 8 th grade Science WASL, discuss the implementation of "High Leverage Practices" and plan instruction based on formative assessment results. |
| SPS science training | All science teachers | When offered by SPS | Science teachers will attend district trainings and bring back best practices to use in their classrooms. Science teachers will learn how to use WASL release items and WASL stem questions that are aligned with the science modules. |
| OEL (Observing Evidence of Learning) | All science teachers | Three part cycle: at least three times this year. | Teachers will collaboratively engage in lesson planning, lesson observation, and lesson analysis. |

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> |
| Host a science fair at Denny | <ul style="list-style-type: none"> All Denny families invited | February 2009 | Michelle Peterson, science teachers and students | The science department will host a science fair at Denny. This is an opportunity for parents/guardians to learn more about their students' science curriculum and for students to share their work with their families and the community. |
| The Denny Wetland Nursery will be maintained throughout the year | <ul style="list-style-type: none"> All Denny families and the community | 2008-2009 | Science teachers and students | The Denny Wetland Nursery is an area on the Denny Campus that teachers and students maintain and is open to be viewed by other students, families, and the community. |
| The Source | <ul style="list-style-type: none"> All Denny families | 2008-2009 | Science teachers | Teachers will continue to use the source for grading and assignment information sharing with students and families. |
| Home Visits | <ul style="list-style-type: none"> All Denny families | August through October | Clark, Oatis | All staff will participate in our home visit efforts to build stronger relationships with our students and families. |
| Student/Family Report Card Conferences | <ul style="list-style-type: none"> All Denny students/families | 2 times a year (fall and spring) | Science Teachers | Teachers will hold Report Card conferences with students and families to discuss progress in science. |

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Reading

Lead Responsibility: Chanda E. Oatis, Literacy Assistant Principal; Kati Diers, Subject-Matter Specialist; Jeff Clark, Principal

S.M.A.R.T. Goal: Increase the passage rate of 6th, 7th and 8th grade students—in all sub-groups--to 66% as measured by the 2009 Reading portion of the WASL.
 6th grade: 2008 = 55.6% 2009 Target = 66%
 7th grade: 2008 = 41.4% 2009 Target = 66%
 8th grade: 2008 = 60.3% 2009 Target = 66%

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 Active Literacy (Interactive Real-a-loud) in all Humanities classes | All Students | 08-09 | Oatis, All Humanities Teachers | Teachers will implement high-leverage strategies including work with mentor texts, turn and talk, A/B partners, Think-pair-share |
| Enhance Independent Reading | All Students | 1 st Semester: Teachers will be given PD to familiarize themselves with leveling | Oatis, All Humanities Teachers | Students need to be in “just right” books, based on their reading level and interests. Teachers familiarity with the Fountas & Pinnell system is paramount to this goal. |

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

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|--|--|--|---|
| Strategy | Target Students | Timing | Lead | Description |
| Create opportunities for Small Group Instruction | Students currently scoring as level 1 or 2, School Turnaround-developed groups | 08-09 | Oatis, All Humanities Teachers | Identified students need the opportunity to work on their specific needed growth areas (as identified through assessment) at least twice a week. |
| Implement reading strategies in all classrooms | All students | 08-09 | Oatis, All Teachers | Teachers will implement before, during, and after reading strategies in all classrooms. (See the DMS Look-For document.) |
| Extend learning time for students. | Level 1 and 2 students | All year, including: extra time during the school day, during breaks, and over the summer. | Oatis; Clark; Diers; Griffin | We will hand-schedule students currently at levels 1 & 2 into second reading classes, our break camps, and our summer school. |
| Development alignment, K-12 as a part of the Flight Schools Initiative | All students | Several times throughout the year | Clark; BLT Members; John Boyd, CSHS; Principals of feeder Elementary schools | As a part of our Flight Schools work, we will continue to work on curricular and programmatic alignment with our feeder elementary schools and with Chief Sealth High School. |

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> |
| Reading Logs | Every student, everyday | Language Arts teachers are responsible for collecting reading logs and all teachers are responsible for honoring ENCORE time | LA teachers will use the reading logs as informal and formal assessments of student progress in reading. LA teachers will make sure that students are in "Just Right" books. |
| Conferring | Every student, every week | Language Arts Teachers | Teachers will observe the students to see what strategies they are trying and what strategies they may need to be taught. Teachers will identify the strategy to be taught. Teachers will demonstrate the strategy and coach the child to try the strategy on their own. Teacher will keep track of notes insuring that they confer with every student, every week. |
| MAP | All students (continuous progress monitoring). Three times a year (fall, winter, and spring) all Denny students will take the MAP assessment. | Lead staff: Oatis, Clark, Kriegsmann. | Teachers collaboratively analyze the MAP results as a way of monitoring student progress. These results will be used as a basis for planning. |

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 |
|----------------------|--|--------------------------|--|
| School Turn-Around | All students. Three times a year (fall, winter, and spring) all Denny students will take the MAP assessment. | Lead staff: Oatis, Clark | Teachers collaboratively analyze the School Turn-Around results as a way of monitoring student progress. These results will be used as a basis for planning. |

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> | |
| Collaboration Plan | All Humanities teachers | One period per week | Oatis will facilitate sessions |
| Readers' Workshop Training | Applicable staff | See the TC calendar | Columbia Teachers' College of NY will facilitate Readers' Workshop professional development opportunities through the year. |

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> |
| Assign students Home Reading | All Students | On-going | Language Arts Teachers | Require students to read at least 20 minutes every night. Encourage families to find a quiet space for their student to do their home reading. Encourage families to ask their child to summarize what has happened in their reading and predict what will happen in upcoming chapters. |
| Student/Family Report Card Conferences | All Students | 2x/year (fall and spring) | All Teachers | Teacher will hold Report Card conferences with parents and students to discuss academic progress. |
| Home Visits | All families | August through October | Clark, Oatis | All staff will participate in our home visit efforts to build stronger relationships with our students and families |

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Writing

Lead Responsibility: Chanda E. Oatis, Literacy Assistant Principal; Kati Diers, Subject-Matter Specialist; Jeff Clark, Principal

S.M.A.R.T. Goal: Increase the passage rate of 7th grade students as measured by the Writing portion of the WASL:
7th grade: 2008 = 54.9% 2009 Target = 70%

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

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

| Strategy | Target Students | Timing | Lead | Description |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Continuation of Writers' Workshop implementation | All Students | 08-09 | Oatis, Diers, Elisa Zonana (TC Consultant) | Continuation of Writers' Workshop implementation in all Humanities classrooms, through our: coaching, collaboration, calendar days, Teacher's College site visits, and sharing/modeling of strategies amongst ourselves. |
| Use of the DMS writing rubric | All Students | 08-09 | Oatis, All Teachers | Continued use of the Denny Writing Rubric for personal essays, expository and persuasive writing. Use of the conventions and publications portion of the rubric for all types of writing, school-wide. |

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

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|-----------------|--|--|---|
| Create and implement DMS writing rubrics for research | All Students | 1 st quarter— creation of rubrics 2 nd quarter— implementation of use | Oatis | To increase the quality of writing across all the subject areas we will consistently create/use this rubric to provide consistent expectations school-wide. |
| Development alignment, K-12 as a part of the Flight Schools Initiative | All students | Several times throughout the year | Clark; BLT Members; John Boyd, CSHS; Principals of feeder Elementary schools | As a part of our Flight Schools work, we will continue to work on curricular and programmatic alignment with our feeder elementary schools and with Chief Sealth High School. |

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 of building-aligned benchmark assessments for writing (To be developed) | All students; Frequency to be determined | Oatis and all Humanities teachers | Results will be collaboratively analyzed and used to plan instruction. |

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> | |
| Collaboration Plan | All Humanities teachers | One period per week. | Oatis will facilitate sessions |
| Writers' Workshop Trainings | Applicable staff | See the TC calendar | Columbia Teachers' College of NY will facilitate Readers' Workshop professional development opportunities through the year. |

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> |
| Publication events | All Students | TBD | Oatis | Invite our community to celebrate with us as a part of our publishing parties. |
| Student/Family Report Card Conferences | All Students | 2x/year (fall and spring) | All Teachers | Teacher will hold Report Card conferences with parents and students to discuss academic progress. |
| Home Visits | All families | August through October | Clark, Oatis | All staff will participate in our home visit efforts to build stronger relationships with our students and families |

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> |
| Attendance | Decrease the number of total unexcused absences measured by total class periods by 10% when comparing the monthly eSIS reports this year to the monthly reports from 07-08. | <ol style="list-style-type: none"> 1. Decrease the number of total unexcused absences measured by total class periods by 10% when comparing the monthly eSIS reports this year to the monthly reports from 07-08. 2. Family contact/early intervention. 3. Contracts and case management |
| Cultural Competency | Increase the cultural competency of our staff by providing ongoing PD. | <ol style="list-style-type: none"> 1. All staff read and discussed Dr. Bireda's book in August 2. Include Cultural Comp. Goals in goal-setting. 3. Infuse cultural competency in all PD |
| Use of High Leverage Teaching Moves in all classroom | Support all teachers in implementing the use of High Leverage moves. | <ol style="list-style-type: none"> 1. Share the High Leverage Moves with all staff 2. Review the implementation as a part of collaboration meetings and our departmental work. |

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

| Major Focus Area | Strategy | 2008-09 Budget | Funds Secured? (Y/N) | Funding Source | Impact to Other Programs, if any |
|------------------|---|--|--|--|---|
| Math | <ol style="list-style-type: none"> 1. MAP Assessment System 2. Extended day/extended year learning 3. Math Coaching 4. Collaboration Plan 5. Home Visits/K-12 Flight Alignment | <ol style="list-style-type: none"> 1. SPS Pilot 2. Families and Ed Levy 3. 50% Boeing grant; 50% Families and Levy 4. WSS dollars 5. Flight Schools Funding | <ol style="list-style-type: none"> 1. N 2. Y, pending reaching of targets 3. Boeing?; FEL, same as #2 4. N, school-based WSS are short 5. N, funding is not secured for next year | <ol style="list-style-type: none"> 1. SPS Pilot 2. Families and Ed Levy 3. Boeing Grant/FEL 4. WSS 5. Flight schools grants | <ol style="list-style-type: none"> 1. Yet to be determined 2. Fits into CLC offerings 3. Key to collaboration plan leadership 4. Guides instructional planning 5. If this is not funded, it will have a large impact |
| Science | <ol style="list-style-type: none"> 1. OEL and district-sponsored PD 2. Collaboration Plan 3. Home Visits/K-12 Flight Alignment | <ol style="list-style-type: none"> 1. OEL Grant and Central Budget 2. WSS dollars 3. Flight Schools Funding | <ol style="list-style-type: none"> 1. ? 2. N, school-based WSS are short 3. N, funding is not secured for next year | <ol style="list-style-type: none"> 1. OEL Grant and Central Budget 2. WSS 3. Flight schools grants | <ol style="list-style-type: none"> 1. Key to PD plan 2. Guides instructional planning 3. If this is not funded, it will have a large impact |
| | <ol style="list-style-type: none"> 1. Professional development in the area of Readers' | <ol style="list-style-type: none"> 1. Centrally funded Colombia Teachers' College | <ol style="list-style-type: none"> 1. Yes for this semester—after | <ol style="list-style-type: none"> 1. SPS – Teachers' College contract | <ol style="list-style-type: none"> 1. If this partnership were |

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 |
|------------------|--|---|--|---|--|
| Reading | <ul style="list-style-type: none"> Workshop 2. Collaboration Plan 3. Expand classroom libraries 4. Home Visits/K-12 Flight Alignment | <ul style="list-style-type: none"> partnership 2. WSS dollars 3. Various grants 4. Flight Schools Funding | <ul style="list-style-type: none"> that is ? 2. N, school-based WSS are short 3. N 4. N, funding is not secured for next year | <ul style="list-style-type: none"> 2. WSS 3. FEL 4. Flight schools grants | <ul style="list-style-type: none"> to end, we could implement our writing or reading action plan 2. Guides instructional planning 3. Key to our reading plan 4. If this is not funded, it will have a large impact |
| Writing | <ul style="list-style-type: none"> 3. Writers' Workshop PD/Implementation 4. Collaboration Plan 5. Home Visits/K-12 Flight Alignment | <ul style="list-style-type: none"> 1. Centrally funded Colombia Teachers' College partnership 2. WSS dollars 3. Flight Schools Funding | <ul style="list-style-type: none"> 1. Yes for this semester—after that is ? 2. N, school-based WSS are short 3. N, funding is not secured for next year | <ul style="list-style-type: none"> 1. SPS – Teachers' College contract 2. WSS 3. Flight schools grants | <ul style="list-style-type: none"> 1.If this partnership were to end, we could implement our writing or reading action plan 2. Guides instructional planning 3. If this is not funded, it will have a large impact |

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.

Community Agencies Partnering with School

| Name of Agency | Type of Services Provided | Contact Person | Type of Partnership with your School |
|--|--|-------------------|---|
| Parks Department & City of Seattle | The school's Community Learning Center will offer academically-focused out-of-school-time activities for students, especially students who have not met standards. | Will King | 1 full-time staff maintain a CLC that is open 5 days/week, funding for all programs, and transportation |
| Nesholm Foundation | The Nesholm Family Foundation invests in instructional leadership and teacher professional development in the Readers/Writers Workshop | Aimee Hirabayashi | Funding provided for Readers/Writers Workshop and Assistant Principal for Literacy |
| City of Seattle – Families and Ed Levy Innovation Site – Middle School Support Program | Extended day and extended year learning activities, Math coaching, Student Learning Plan coordination | Michael Griffin | Funding for: extended learning activities, MSSP coordinator and half-time math coach |
| Casa Start | Student case management/ family support | Lakim Washington | Two case managers work full time support students and families |

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

| Name of Agency | Type of Services Provided | Contact Person | Type of Partnership with your School |
|--------------------------|--|-------------------|--|
| Neighbor Care Health | School Based Health Centers address non-academic barriers to learning through the on-site provision of adolescent-focused primary health and mental health care. | Karen Lehman | 1.8 FTE for mental health counseling, .5 nurse practitioner, site coordinator |
| University of Washington | MESA (Math Engineering Science Achievement) | Dail Rodriguez | Partnership supplies training and materials for our MESA classes |
| AVID | Nationally-recognized college preparatory program | Cookie Knoll | AVID classes offered to Denny students in all three grades |
| Consejo | Mental health services, substance abuse, high-risk youth counseling | Multiple programs | On-site full-time mental health counselor, services for families in South Park, high-risk youth counseling |
| Campana Quetzal | Community collaboration, vertical alignment support, student programs | Maria Ramirez | Quarterly collaboration meetings to develop different elements of our partnership |
| El Centro de la Raza | Seattle Team for Youth, Parent Involvement Coordinator | Janet Guzman | Partnership in developing parent involvement programs; case management |

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

| Name of Agency | Type of Services Provided | Contact Person | Type of Partnership with your School |
|--|---|---------------------------------------|---|
| Safe Futures | Case Management, out-of-school-time activities for students | Several different contacts | Case Management, out-of-school-time activities for students |
| South Seattle Community College | TRIO – College Prep Program | Courtney Velazquez | Partnered with AVID, curriculum materials and field trips |
| Seattle Pacific University | Tutoring, AVID Support | Dr. Greg Fitzberg | Consultation, Tutors provided |
| Seattle Police Department | Educational programs, community partnership programs | Adrian Diaz | On-site educational programs and consultation |
| Sound Mental Health | Mental Health Coordination | Aja Ramos | On-site full-time mental health coordination position |
| Southwest and South Park Community Centers | Out-of-school-time enrichment program partnerships | Various contacts depending on program | Offers complimentary activities to those offered with the Denny CLC |

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

| Name of Agency | Type of Services Provided | Contact Person | Type of Partnership with your School |
|--|--|----------------|---|
| Youngstown Cultural Arts Center | New partnership to develop artistic opportunities for students | Varied | After school programs for students, guest artist programs |
| Adobe | New technology grant to support student learning | Chris Florez | Hardware, software, consultation, and training provided |
| City Year | Young Heroes program: mentoring, service learning and tutoring | Joe LaCasse | Seven City Year employees on-site three days per week. |
| Colombia Teachers' College, New York, NY | Professional development supporting the implementation of Writers' and Readers' Workshop Models. | Elisa Zonana | Calendar days PD and onsite days with site developer |