

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Garfield High School

Ted Howard

September 29, 2008



TABLE OF CONTENTS

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

Revision History

Revision Number	Date	Comments
Revision 1	September 29, 2008	
Revision 2	November 12, 2008	Edits by Office of School Improvement
Revision 3	December 16, 2008	C-SIP Peer Reviews
Revision 4	January 7, 2009	Edits by 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: Recognizing our diverse history, Garfield educates all students as they build confidence, become active citizens and achieve academic excellence. *Equity* is at the heart of our school.

Vision: To accomplish our mission, Garfield commits itself to involving school personnel, community members, students and their families as partners in an ongoing process of educational improvement. We construct an environment of excellence and ethical growth for all. Students, faculty and staff continuously work to learn and grow.

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	Garfield did not make AYP in two Performance cells: African-American students in Math and low income students in Math	We are planning to include more math options for our struggling math students, using more frequent monitoring and interventions to support these students.
2	The percentage of African American students at Level 1 in Math has increased rather than decreased.	We are continuing to look at ways to better meet the needs of our African-American students in math. We will be examining our teaching practice in all of our math classes.
3	The percentage of African-American students at Level 1 in Science is almost identical to our Level 1 students in Math.	We are re-examining our practices in Science including alignment of our courses with the GLEs, clarity on documentation in lab work, and considering options for struggling students in Science.
4	The percentage of students suspended from school is above the District average.	We are looking at ways to increase our positive recognition of students and implementing positive behavior support systems for students who are struggling.

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

SECTION 1: SCHOOL OVERVIEW

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.

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	When looking at trend data, our African-American students have a minimal increase in percentage of students who have met the math standard (with a drop in 2007-2008 WASL data) over the last three years. Our African-American students have performed about 50% below that of the total school average. Although the Hispanic population has averaged only between 5 and 6 percent of the student body since 2000 they demonstrate an "achievement gap" and continue to not show a steady line of accelerated growth.	Garfield's WASL math scores will increase 20% for African American and 10% for Hispanic students in the spring of 2009. Value Added data will also show overall cohort increases of 10% from 7 th grade to 10 th grade based on WASL data from spring 2006 to spring of 2009.
Reading	Even though our African-American students are above both the district and state passing percentage, they continue to be below their other peers in meeting the WASL standard for Reading. The growth rate for meeting standards for our African-American students has not been at the 10% rate for the last three years. Although the Hispanic population has averaged only between 5 and 6 percent of the student body since 2000 they demonstrate an "achievement gap".	Garfield's WASL Reading scores will increase by 10% for African American and Hispanic students in the spring of 2009. Value added data will also show cohort increases of 10% from 7 th grade to 10 th grade based on WASL data from spring 2006 to spring 2009.

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

SECTION 1: SCHOOL OVERVIEW

	In addition, 250 students who come to Garfield are reading two or more grade levels behind.	
Writing	Our subgroups of African-American and Hispanic students are performing above the District and State level for percentage meeting the standard in writing. However, these subgroups are still below the All School percent of students meeting the writing standard at 10 th grade. Literacy can be effectively addressed in all subject areas that require a substantial amount of reading and writing.	Garfield's WASL Writing scores will increase by 10% for African American and Hispanic students in the spring of 2009. Value added data will also show cohort increases of 10% from 7 th grade to 10 th grade based on WASL data from spring 2006 to spring 2009.
Science	Over the last three years over half of the African American students have been at Level 1 in not meeting the standard for the Science WASL. Only 11.4% of the students met the standard in 2008, all being at Level 3. That performance is below the state average.	Garfield's WASL Science scores will increase by 20% for African American students and 10% for Hispanic students in the spring of 2009. Value added data will also show overall cohort increases of 10% from 7 th to 10 th grade based on WASL data from spring 2006 to spring 2009.
Discipline	In 2007 our student suspensions were above the District's average by 1.5%. 123 of our students experienced suspensions, impacting their opportunity for access to learning.	Decrease the number of disciplinary referrals, suspensions, and expulsions at Garfield by 5% for this school year, 2009.

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.

- Garfield High School will focus on decreasing the number of African-American students performing at Level 1 and Level 2 by 20% for the 2009 WASL.
- Garfield High School will increase the passage on the 2009 Math WASL by 20% for our African-American students.

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?

- Literacy can be effectively addressed in all subjects that require a substantial amount of reading and writing. One key is to get all teachers, especially LA, History, Math, and Science to agree on modeling and teaching a common set of effective reading strategies. Struggling students who need best practice interventions to allow them to develop the competency to read grade level material with understanding.
- Through Critical Friends Groups, content-focused groups will focus their discussions around student learning, identifying essential requirements, identifying best practices, developing common assessments, and using data to guide decisions about next instructional steps.
- The use of data by staff will be the focus point for making student learning decisions. All staff will review grades and attendance data and target students for specific intervention when meeting with the principal in relation to walk-throughs, evaluation conferences, etc.
- The use of an After School Study Club will be in place to support struggling students across the various content areas.

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 5 teachers (Math, LA, SS, Science, ELL), 2 Para-educators (Bilingual Assistant and Office Assistant), two Parents and two Students. Garfield also had the entire faculty review the C-SIP as a whole faculty. We are chunking the plan by department at our Instructional Council meetings monthly. Departments are also using the C-SIP to guide instruction in their meetings. • Our BLT and Instructional Council leads the ongoing process of comprehensive school review including studying data such as the WASL, D and E list, interventions, attendance, classroom-based assessments, 504's and dialogue from faculty.
	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 was presented at the PTSA Meeting (October 16, 2008), Black parent meeting (October 6, 2008), APP Meeting (October 2008), and our Coalition meeting (October 6, 2008). There will be other parent/community meetings (dates tbd), PTSA meetings (November 20, 2008) where we have translators for several of our languages at our school and their input will be included in our ongoing C-SIP refinement.
	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 Math (Black students) and in Math Participation (Black and low-income students) and in Reading Participation (low-income).for two or more years in a row. So, we are identified as a "School in Improvement" in Step 3 School's AYP Status.

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: MATHEMATICS

Lead Responsibility: Math Teachers, Principal

S.M.A.R.T. Goal: Garfield’s WASL math scores will increase 20% for African American and 10% for Hispanic students in the spring of 2009. Value Added data will also show overall cohort increases of 10% from 7th grade to 10th grade based on WASL data from spring 2006 to spring of 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>
All freshman math classes will be limited to 25 or fewer students.	<ul style="list-style-type: none"> ▪ Entering freshman level students 	2008 – 2009 School Year	Math Teachers, Scheduling	Research shows that lowering the class size, extending time, aligning the curriculum and using peer tutoring, parents, and outside tutors to assist students falling behind <i>early on</i> in their high school math career will help students gain confidence, proceed to the next math level and be more college-ready.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<p>Struggling math students will be provided in school support to successfully pass math classes:</p> <ul style="list-style-type: none"> ▪ Students not passing Math 1A will take 1B with a 2nd support class ▪ Students not passing 2A will take 2B with a 2nd support class ▪ Students struggling in 2B will take 1C/1D (Accelerated Math) prior to 3A/B ▪ Create regular Statistics class to follow 3A/B for 08-09 in order to support students in meeting their WASL requirement 	<ul style="list-style-type: none"> ▪ Students who have not met standard on math WASL – 8th grade or 10th grade ▪ Students who have not met the passing grade for Math 1A, 2A will be targeted for a 2nd support class in math ▪ Students who have struggled in 2B will take an Accelerated Math Class prior to 3 A/B 	2008 – 2009 School Year	Math Teachers, Pathways Coordinator, Principal	<ul style="list-style-type: none"> ▪ Course grades will be part of identification for need to have support class ▪ Research shows that lowering the class size, extending time, aligning the curriculum and using peer tutoring, parents, and outside tutors to assist students falling behind <i>early on</i> in their high school math career will help students gain confidence, proceed to the next math level and be more college-ready.
After school tutoring will be available for students assigned by teachers and those self-selecting tutoring	Students who have not met standard on unit assessments or on the math WASL; our African-American male students	2008 – 2009 School Year	Math Teachers, Pathways Coordinator	<ul style="list-style-type: none"> ▪ Using peer tutoring, parents, and outside tutors to assist students falling behind <i>early on</i> in their high school math career will help students gain confidence, proceed to the next math level and be more college-ready.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Struggling students will be monitored for WASL status and supported with alternatives and strategies to pass	<ul style="list-style-type: none"> ▪ Students who did not meet standard on their 8th grade WASL ▪ Students who did not meet standard on their 10th grade WASL ▪ African-American Males ▪ PSAT data 	2008 – 2009 School Year	Pathways Coordinator Math Teachers	The Pathways Coordinator will organize information and will work with teachers to identify additional support systems for specific students
Math packets for struggling students to support passing grades	Students who have not met standard on unit assessments or on the math WASL	February, 2009	Math Teachers	Math packets will be given to students who have demonstrated areas of concern in particular strands to provide them with intensive practice time prior to WASL
Honors and Advanced Placement classes will be offered to support the spectrum of learners <ul style="list-style-type: none"> ▪ Math 1 A/B, 2 A/B, 3 A/B will have honors sections ▪ Advanced Placement Calculus & Statistics offered 	Available to students who have passed the math WASL at Level 4 or meet other identifying criteria	2008 – 2009 School Year	Math Teachers	There will be a re-examination of entrance requirements for each department's Honors and AP courses to increase the opportunity for access for those students who have been underrepresented in such courses.

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>
Daily individual and small group assessment <ul style="list-style-type: none"> ▪ “Shuffle quizzes” ▪ Warm-ups ▪ Group and individual quizzes 	All math students; Daily	Math teachers,	Support systems will be identified according to need – <ul style="list-style-type: none"> ▪ Contact with parent ▪ Referral to counselor ▪ After school tutoring ▪ 2nd support class at semester
End of unit assessments <ul style="list-style-type: none"> ▪ Small group solutions to challenge problems ▪ Individual assessment ▪ Portfolios Course grades	All students; end of unit assessments	Math teachers, Pathways Coordinator, Principal	Support systems will be identified according to need – <ul style="list-style-type: none"> ▪ Contact with parent ▪ Referral to counselor ▪ After school tutoring ▪ 2nd support class at semester

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>	
Training in <u>Integrating Mathematics Program</u>	All math teachers	Summer of 2008	IMP Training will be completed by IMP trainers
Math "Video Club" to provide teachers with demo lessons, observation, debrief, and coaching: <ul style="list-style-type: none"> ▪ Small group work ▪ Questioning ▪ Task Cards ▪ Assessment 	All math teachers	Monthly throughout the 2008-2009 school year	<ul style="list-style-type: none"> ▪ Common prep for content area teacher teams to develop curriculum and share instructional strategies that support the State GLEs ▪ After school time for teacher teams to develop curriculum and share instructional strategies
Alignment of 9 – 12 grade math curriculum to the State EALRs/GLEs	All math teachers	Weekly meetings of math teachers throughout the 2008 – 2009 school year	Aligning the curriculum will assure that benchmarks will be clear for each grade level and will support the prerequisites for successful admission and completion of the progression of math courses.

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 contacts regarding math progress	Families of students for whom attendance has impacted the child's progress or students whose grades have dropped by 1 grade	Weekly monitoring	Math Teachers, Counselor, Pathways Coordinator	Parents of students falling behind in math will receive phone calls, math packets, and other personal contact, such as home visits, regarding their student's progress.
Tutoring support for students	Families whose students are behind in their math classes and/or at Levels 1 or 2 on their WASL	Three times per week	Pathway Coordinator	The PTSA (Parent, Teacher, Student Association) will assist us in contacting potential volunteers and volunteer organizations (UW, SPU, Garfield alumni, regional operations) to staff the after-school tutoring

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: READING

Lead Responsibility: Language Arts Teachers, Principal

S.M.A.R.T. Goal: Garfield’s WASL Reading scores will increase by 10% for African American and Hispanic students in the spring of 2009. Value added data will also show cohort increases of 10% from 7th grade to 10th grade based on WASL data from spring 2006 to spring 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>
All core classes (language arts, math, history and science) will focus on teaching the same reading strategies across the curriculum, implementing Reading Apprenticeship training	All students in all core classes	2008 – 2009 school year	Language Arts Teachers, Math Teachers, History Teachers, Science Teachers	Reading Apprenticeship Framework is designed to help students develop knowledge and strategies to help them become more powerful readers. Students will learn more about their own reading as they articulate their thinking and adults will model by articulating their own thinking as they engage in text. There are four dimensions – social, personal, cognitive and knowledge-building.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<p>Scaffolded interventions will be put into place 9th – 12th grades to develop reading competencies for struggling readers.</p> <ul style="list-style-type: none"> ▪ Read Right: 9th – 12th grades ▪ Read 180: 11th grade ▪ Academic Literacy: 9th – 10th grades <p>Or</p> <ul style="list-style-type: none"> ▪ LA honors classes 9 – 12 ▪ LA Advanced Placement classes 11th – 12th grades 	Students who have not met the Reading WASL standard in grades 8 and 10; PSAT data; African-American Male students	2008 – 2009 school year	<ul style="list-style-type: none"> ▪ LA Teachers ▪ Pathways Coordinator ▪ Read Right Coordinator ▪ Counseling Department 	<p>Students will be screened and identified for the appropriate intervention and monitored for progress and movement within the intervention classrooms or into regular LA classes.</p> <ul style="list-style-type: none"> ▪ There will be an expansion of Read Right, Read 180 -- Academic Literacy classes for the 2008 – 2009 school year ▪ Honors and Advanced Placement classes will be offered to support the spectrum of learners <p>Coordinator for Read Right will manage the program, screen students, and monitor student progress Pathways Coordinator will develop the Read 180 classes and monitor student progress</p>
LA Department will backwards map their content in order to align the curriculum 9 – 12 and establish grade level student outcomes		Throughout the 2008-2009 school year	Language Arts Department	A coordinated plan will be developed that will clearly establish grade level outcomes, preparing students for next courses of study. The LA Department will look at the SpringBoard instructional materials designed to increase rigor for all students.
<i>Bridges</i> will support entering 9 th grade students with a summer orientation	Incoming Freshmen	August of 2008	Pathways Coordinator	Monitoring and follow up to <i>Bridges</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
All staff will use PSAT data to ID students for progress toward college entrance	All students who have taken the PSAT	Ongoing through the 2008-2009 school year	Reading Teachers	Information from the PSAT should be used for monitoring of student progress as well as to increase the opportunity for the spectrum of student learners to Access Honors and Advanced Placement classes, including adjustment of master schedule / electives to meet college ready goals.
Saturday School twice a month to support academic and social growth and prevent suspensions	Students identified based on attendance needs, office referrals, grade changes	Twice a month	Administrators	Administrative staff donating time; students will attend Saturday School as identified

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>
Read Right	Students identified through initial screening – Gates-MacGinite, individual reading inventories & WASL scores	Read Right Coordinator – coordinating the program and sharing information with the staff	Tutors will be guided by Read Right coordinator’s use of data determining level of mastery
Read 180 – tech based assessments	Initial universal screening for all students not meeting standard on WASL; Students participating in Read 180 will be frequently monitored according to program guidelines	Pathways Coordinator shares information with LA staff	Students participate in intensive, individualized skills practice through a computerized program and small group instruction.
Classroom Based Assessments; Monthly grades for all classes	Collaborative data analysis by LA Department	Counseling Department – providing the LA department with a monthly print-out of freshman LA grades	Data will be used to guide decisions for access to support programs, whether during in-school time or after-school programs, i.e. Study Club

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>	
Reading Apprenticeship training and coaching	All staff Literacy Coach to provide training and coaching support	Ongoing training through 2008 – 2009 school year -- <ul style="list-style-type: none"> ▪ Peer observations ▪ Videotapes ▪ Classroom Demonstrations Collaboration time to assure school-wide implementation of strategies	This training plus coaching will provide staff with an understanding of how to implement the identified strategies in their own classroom – Think-aloud, Talk to the Text, ReQuest – Reciprocal Questioning / Answer, Reciprocal Teaching
Information about the goals of Read Right and Reading 180	All staff	Staff Meeting at beginning of 2008	Develop an understanding of both the Read Right program and Reading 180
Facilitated collaboration for “vertical teams” to align curriculum	Language Arts Department	Ongoing throughout the year of 2008 – 2009	Facilitation for collaborative curriculum alignment

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>
Parent / Adult Family member training	<ul style="list-style-type: none"> ▪ Families of students participating in Read 180 and Read Right classes 	Throughout school year – evening parent workshops	Read Right Coordinator Pathways Coordinator	<ul style="list-style-type: none"> ▪ Literacy strategies and specific reading programs will be shared with parents ▪ Examples for how to use these strategies at home
Freshman parent orientations	Adult family members of all incoming freshman students	Beginning of the school year	Administrators	<ul style="list-style-type: none"> ▪ Information about available programs and available options for students
Family contacts regarding reading progress	Families of students for whom attendance has impacted the child's progress or students whose grades have dropped.	Weekly monitoring	Reading Teachers, Counselor, Pathways Coordinator	Parents of students falling behind in read will receive phone calls, and other personal contact, such as home visits, regarding their student's progress. Students will then have access to Study Club three times per week if needed.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: WRITING

Lead Responsibility: Language Arts Department

S.M.A.R.T. Goal: Garfield’s WASL Writing scores will increase by 10% for African American and Hispanic students in the spring of 2009. Value added data will also show cohort increases of 10% from 7th grade to 10th grade based on WASL data from spring 2006 to spring 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>
All freshmen 9 th grade Language Arts classes will be limited to 25 or fewer students.	All freshmen students	2008 – 2009 School year	Language Arts Department	Freshmen will have the opportunity to have lower classes to provide a better adult to students’ ratio to support the learning needs of all students.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<p>There will be clearly defined program outlines for each grade related to writing instruction and outcomes.</p> <ul style="list-style-type: none"> ▪ Academic Literacy classes – 9th & 10th ▪ 11th grade LA – narrative and non-fiction writing ▪ 12th grade – Electives 	All students in grades 9 through 11 will experience a continuum of writing instruction and experiences.	2008 – 2009 school year	LA Department	<ul style="list-style-type: none"> ▪ Academic Literacy classes – 9th & 10th – will teach writing in different genre and writing in response to fiction and non-fiction reading. ▪ 11th grade LA will teach analytical writing, research, personal narrative, and writing in response to literary analysis ▪ 12th grade will offer specific Writing Elective classes.
Honors and Advanced Placement classes will be offered to support the spectrum of learners.	Identification of students enrolled in Honors and AP classes will increase as the proficiency level of students continues to grow.	2008 – 2009 school year	Language Arts Department	<ul style="list-style-type: none"> ▪ LA Honors 9th – 12th grades ▪ LA Advanced Placement 11th & 12th grades
The History Department will introduce specific formal essay and research writing strategies to students.	All students will participate in this experience as part of their requirements in history	2008 – 2009 school year	History Department	<ul style="list-style-type: none"> ▪ Formal instruction for construction of essays ▪ Instruction on research writing strategies for students
All core classes (language arts, math, history, world languages and science) will explicitly and consciously focus on teaching writing across the curriculum	All students in all core classes	2008 – 2009 school year	All core classes	<ul style="list-style-type: none"> ▪ Common vocabulary regarding writing genre ▪ Academic writing strategies taught

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>
Student Work	All students	Language Arts Department	Pathways Coordinator monitors progress of students toward passing the Writing WASL

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>	
Review of 6-trait writing and previous professional development	All Language Arts teachers	2008 – 2009 school year	Student work will be scored based on the following six traits – content, organization, voice, sentence fluency, word choice, and conventions
Establishment of common vocabulary and writing strategies to support writing across genre	Teachers from all core subject areas	2008 – 2009 school year	Information from Jane Schaffer Writing Program – Academic Writing
Scoring of student work	Language Arts Department	2008-2009 school year	Using common rubrics and common assessments to identify how students are doing as a result of instruction

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>
Parent / Adult Family member training	All families	Throughout school year – evening parent workshops	Language Arts Department Pathways Coordinator	<ul style="list-style-type: none"> ▪ Writing strategies will be shared with parents ▪ Examples for how to use these strategies at home
Freshman parent orientations	Adult family members of all incoming freshman students	Beginning of the school year	Administrators	<ul style="list-style-type: none"> ▪ Information about available programs and available options for students

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: SCIENCE

Lead Responsibility: Science teachers, Principal

S.M.A.R.T. Goal: Garfield’s WASL Science scores will increase by 20% for African American students and 10% for Hispanic students in the spring of 2009. Value added data will also show overall cohort increases of 10% from 7th to 10th grade based on WASL data from spring 2006 to spring 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>
All Science classes will be aligned with standards and GLEs		Ongoing through 2008 – 2009 school year	Science Department	Teachers will review the outcomes for all science classes and consider the outcomes in relation to the GLEs
A common lab format will be used in 9 th grade through 12 th grade that has increasing rigor	All students will benefit from the consistency, but particularly those subgroups who are not meeting the WASL standard	Implementation Fall of 2008	Science Department	Lab format will have increasing rigor and will include demonstrating an understanding of <ul style="list-style-type: none"> ▪ Hypotheses ▪ Question and answer ▪ Investigation ▪ Compare and contrast ▪ Analysis of data ▪ Interpretation of information

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Providing support for struggling students with specific option classes	Students who are not meeting the standard for Science WASL	2008 – 2009 school year	Science Department	Options: <ul style="list-style-type: none"> ▪ Physical Science as an option following 9th grade Biology ▪ Integrated Science as an option following Genetics, Environmental and Marine Science ▪ Practical Physics as an alternate to Physics
Provide Honors and Advanced Placement Options	Students identified based on grades and WASL achievement	In place by 2008 – 2009 school year	Science Department	Honors and Advanced Placement Options <ul style="list-style-type: none"> ▪ Honors options integrated into Physics & Chemistry (07-08), Biology (08-09) ▪ Advanced Placement Chemistry

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>
Student Work from lab notebooks	All students – ongoing basis	Science Teachers	Students’ understanding of the writing process and then working with students in the writing process related to completing science lab notebooks
Student Work Classroom Assessments	All students – ongoing basis	Science Teachers	Identification of gaps of understanding – Through individual / small group support teachers will provide background knowledge and guided instruction to scaffold for new content

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>	
Work with District Science specialists	Science Teachers	Department meetings throughout school year of 2008 – 2009	Work with District Science specialist to assure that all science classes will be aligned with standards and GLEs
Crate a common lab format	Science Teachers	Department collaboration throughout school year of 2008 – 2009	Science teachers will work in coordination with the District Science specialists to establish a common lab format
Opportunities to expand content knowledge	Science Teachers	Individual opportunities dependent on financial resources	The field of science continues to expand and change

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>

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: DISCIPLINE

Lead Responsibility: All Staff – Classroom Teachers and Administrators

S.M.A.R.T. Goal: Decrease the number of disciplinary referrals, suspensions, and expulsions at Garfield by 5% for this school year, 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>
Creation of a school-wide behavior management program	All students will benefit	By the fall of 2008	ASB, PTSA, BLT and Administration	Creation of and implementation of code of conduct and use of positive discipline techniques in every classroom by every teacher, IA, and school volunteer <ul style="list-style-type: none"> ▪ Collaborative creation by ASB, PTSA, BLT and Administration ▪ Modeling the code and fairly enforcing the code at all times

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implementation of Positive Behavior Supports school-wide	All students will benefit	School year of 2008 – 2009	Administration Staff	Staff will use skills acquired through trainings to fairly interact with and support students in a culturally sensitive manner. Staff will identify an appropriate recognition system to be put in place.
ASB, student groups, PTSA, and parent groups will be representative stakeholders in the (re)creating and communicating of the school's code of conduct to students and staff	All students will benefit	School year of 2008 – 2009	Stakeholders Student Staff Administration	The various stakeholders will come together to review, (re)create, and guide the implementation of the identified school's code of conduct.

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>
Categorize the number and type of referrals – truancy, verbal confrontation, fighting, subject area, student race/grade level/GPA, etc.	Will review data at the end of the semester	Administrative team	<ul style="list-style-type: none"> ▪ The intent is to reduce the number of suspensions and expulsions and to increase overall attendance at school ▪ Reviewing code of conduct and strategies for positive behavior / recognition as ongoing interventions
Annual student survey and staff survey will indicate an opportunity to affect the school environment positively.	All staff and students	Administration / SEA Rep to administer surveys	Revisit the issues raised from the surveys in fall of 2009

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>	
Ongoing positive discipline training / Positive Behavior Supports	All staff – classroom, IAs, administration	Ongoing throughout 2008 – 2009 school year	Staff will identify their behavioral expectations for students and set up a code of conduct and recognition system
Ongoing cultural competency training	All staff – classroom, IAs, administration	Ongoing throughout 2008 – 2009 school year	To continue both the knowledge and emotional growth of the adults within the school setting to support the learning needs of all students

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>
Parents, as stakeholders, will be invited to offer their insights to the code of conduct through PTSA meetings. Special consideration and outreach will be needed to gather the input from non-English speaking parents.	All students' adult family members	By fall of 2008	Administrators	Parents will participate in meetings to provide their input regarding behaviors and consequences related to the establishment of a code of conduct for all students at Garfield High School.

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>
Increase College Applicants	Increase the number of underrepresented* college applicants by at least 20 students per year. <i>*"Underrepresented" defined as students who represent the lowest number of college enrollees from Garfield High School (students of color and low-income students)</i>	<ul style="list-style-type: none"> ▪ Development of a 4-year Advisory Program for students (Franklin-Pierce model) to build their portfolio and determine a plan for their 13th year and beyond with parents as partners. ▪ Career paths and interest data collected in NAVIANCE (web-based tool) and shared with Career Center Specialist and Counseling staff in order to support post-high school planning and entrance into college or other educational or career paths. ▪ Urban Scholars program to support college as a viable choice for targeted students who may not see college as a possibility (minority and/or 1st generation college-bound) ▪ Data collection on graduates' college choices and retention rates
Shared Decision Making	Increase the positive responses from staff that refer to shared decision making as measured by the district's Staff Climate Survey.	<ul style="list-style-type: none"> ▪ Review, clarify and implement and updated decision making process at Garfield with all stakeholders (certificated and non-certificated staff, student reps, parent reps, and administration)
Student / Peer Relations	Increase the positive responses on Student/peer relations (including bullying victimization) by at least 8 points, as measured by the district's 2006 Student Climate Survey against the 2009 Student Climate Survey.	<ul style="list-style-type: none"> ▪ Continue to support the Cultural Relations program ▪ Route the Student Survey through the ASB before and after it's administered ▪ Emphasize the need for students to use knowledge to better the world and not just to "get ahead" ▪ (Student created goal)

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Honors and AP Classes	Increase the number of African American and Latino students enrolled in Honor and AP classes	<ul style="list-style-type: none"> ▪ Re-examine and share entrance requirements for each department’s Honors and AP courses (school-wide and with the students and community) ▪ Strengthen study skills, math, reading and writing skills at the 9th and 10th grade levels ▪ Provide outreach and information sharing to all 10th grade students and parents about the 11th and 12th grade Honors/AP courses ▪ Train all World Language teachers in AP ▪ A cohort group of incoming freshmen will apply and be identified each year for academic support, extra tutoring, life enrichment opportunities with the intention of preparing them for advance placement classes and post-secondary education. This program is targeted for freshmen and sophomores.

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
Mathematics	Staffing to support the initiatives <ul style="list-style-type: none"> ▪ Math Coach through UW ▪ Pathways Coordinator – Counselor IMP Training	\$80,000+	Y Y	Outside Partnership Baseline – I728 Outside	
Reading	Staffing to support the initiatives <ul style="list-style-type: none"> ▪ Literacy Coach through UW ▪ Coordinator for Read Right ▪ Pathways Coordinator / Dean -- Counselor ▪ 3 Americorps Members 	\$80,000+ (see above)	Y Y Y Y	LAP Funds Baseline PTSA Funds	The funding of this program diverts funding from other areas in order to support the extreme reading needs.
Writing	Training for <ul style="list-style-type: none"> ▪ 6-Trait Writing Assessment / Scoring Student Work ▪ Jane Schaffer Writing Program – Academic Writing 	PD Dollars	Y	PD Dollars	
Science	Increased Science class options Science Content Specific Learning Experiences for staff to expand their knowledge – BERCC Group Evaluations				A wish list item
Discipline	Training related to Positive Behavior Supports	Administrative Staff	Y		Work in progress

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
Critical Friends Group	Small content focused groups	\$15,000 PD + Matched dollars from PTSA	Y	District Funding – PD dollars & PTSA dollars	The commitment of PTSA funds indicates the value placed on this process
After School Study Club	In place to support students who are struggling learners, attendance issues and/or academic issues	\$33,000	Y	Baseline	

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
University of Washington	<ul style="list-style-type: none"> ▪ Math Coach from University of Washington to support math teachers in their work with curriculum, instruction and intervention ▪ Resources for Professional Development in Math ▪ Student Interns from UW working toward math endorsement ▪ IMP Training ▪ Literacy Support / Coach from University of Washington 	Monthly meetings with math instructional teams		X	2008 – 2009 School Year
Odessa Brown Children's Clinic	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.	<ul style="list-style-type: none"> ▪ Family and Education Levy Funds ▪ Sponsor contribution ▪ Patient Generated ▪ Other Revenue 	Approximately \$300,000 (\$200K FEL and \$100K other)	1992 to now