

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Nathan Hale High School

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September 2008



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

SECTION 1: SCHOOL OVERVIEW

What is 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.

The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful citizens. As a member of the Coalition of Essential Schools for more than a decade, Nathan Hale is committed to some key principles:

- The school should focus on helping students learn to use their minds well;
- Learning should be personalized to the maximum possible extent;
- Students should engage in regular exhibitions of understanding;
- Teachers should see themselves as generalists first, specialists second, with a genuine commitment to pedagogy and mentoring students;
- The goals of the school should apply to ALL students;
- The prevailing metaphor of the school should be teacher as coach, student as worker ;
- The school's budget should be focused on learning, with every attempt to limit class sizes;
- The school 's governance should include ALL voices, and should model equity.

In practical application, this has led to several key design components at Nathan Hale:

- 9th Grade Academy, 10th Grade Integrated Studies, and 11th Grade American Studies blocks, with cohorts of students shared by a small, inter-disciplinary group of teachers, allowing for coordinated inter-disciplinary curriculum, more personalized learning (teachers work with a smaller number of students overall) and opportunities for exhibitions of grade-level projects.
- Intentional assignment of more teachers to the 9th grade to allow for smaller class sizes during the crucial transition year. 9th grade Academy classes have no more than 26 students.
- A scaled-down administrative team, allowing more resources to go toward classroom staff.
- No tracking in LA/SS/Science classes. Honors options available to ALL students;
- Full inclusion of students with IEPs and students receiving ELL support in core classes, with supports in place to help students experience success. (Very few parallel curriculum classes (self-contained Sp. Ed. Or ELL content classes)—only in Math and 12th grade Language Arts)
- Additional staffing in Special Education to allow for support for our Inclusion model.
- Critical Friends Groups are the primary mode of professional development. Some of these study groups have been working together for a decade, building trust and common instructional language.

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SECTION 1: SCHOOL 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>We have significantly closed the gap in Reading and Writing, and are very close to 100% of students meeting standard in these areas. However, there is still a significant gap in Math.</p>	<ul style="list-style-type: none"> • Focused professional development in small department/team groups on late start days, with teachers setting goals specific to students not at standard and analyzing student work to assess the effectiveness of strategies. • Collaborative goal-setting in departments, reviewed at regular inter-disciplinary Critical Friends Group meetings. • The combination of department, team, and CFG goal-setting and student work assessment allows for a broad range of insights and an overall awareness throughout the school of common strategies, common concerns, and collective goals. • Analyzing our data, we realized that daily attendance is a key component of student success, and a major initiative this year is underway to reinforce the collective commitment to supporting student attendance. • Mentorship and Reading are strategies that have been in place for many years, but were not showing optimal effectiveness. They have been reconfigured, based on staff and student input, to make them more effective. • We provide a second math class, the Math Lab, to partner with Math 1, Math 2, and Math 3 for students who have struggled to find success in Math. In the past, this was a time to review the math from that day's class, get additional support and clarification, and do homework. This year, we are moving toward pre-teaching in the Math Lab class, so that students are ready to go into their Math class with confidence, prepared to participate in the conversation, prepared to be mathematicians! • We are continuing our inclusive model, with additional staff in the 9th grade to provide extra support as students transition into High School, and additional staffing in our IA pool so that students can be supported in general education classes. • Students can choose to do additional work for an Honors option in any Academy or Integrated Studies class. • ALL students receive the AP curriculum in 11th grade Language Arts (AP Writing) and Social Studies (AP US History), with extra scaffolding for those who need it. Late start Professional Development time is dedicated to aligning curriculum and looking at student work to assess the efficacy of our inclusive approach to AP.

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SECTION 1: SCHOOL OVERVIEW

	Insight	How is this insight addressed in our C-SIP?
2	Although we have made great gains in Reading, Writing, and Math overall, we still have too few students meeting standard in Science.	<ul style="list-style-type: none"> Increased Science offerings, with strands in 9th and 10th grade Science leading to rigorous, relevant courses in Physics, Chemistry, Anatomy/Physiology, Horticulture, Ecology, and Environmental Science. Activities in 9th and 10th grade science classes are modeled parallel to many MESA Science activities. They are inquiry-based and relevant to create more student engagement. We offer MESA to second semester 10th graders as an additional Science learning opportunity. Daily attendance is a key component of student success, and a major initiative this year is underway to reinforce the collective commitment to supporting student attendance. Mentorship and Reading have been reconfigured to make them more effective in supporting student achievement.
3	Student Climate-Attendance. Students who are lacking credits also show a high rate of absenteeism.	<ul style="list-style-type: none"> The clearest data point we can observe is student attendance. Quite simply, students who are failing are not attending class regularly, and students who are not attending class are failing. If they are not attending, this tells us that they are disengaged from the learning process, and also tells us that they are most likely engaged in risky behaviors. We have had a school-wide attendance policy stating that students who missed 10 or more classes for any reason would not be given credit in that particular class. This policy did not address the heart of the issue for students who were not attending due to other risk factors. This year, we have implemented a procedure whereby students who are not in attendance and are not excused receive a phone call from the principal THAT DAY, and have a mandatory conference with a parent/guardian and the Principal and/or the Pathways Dean. This one change fundamentally shifts the culture of expectation at Nathan Hale.
4	Student climate-There is disproportionality in discipline at Nathan Hale.	<ul style="list-style-type: none"> Cultivate a climate of decency, respect, and trust and further our work in becoming a more democratic school by including students and community members in decision-making bodies; particular focus on mentorship of at-risk students through connections with staff, Upward Bound, and MESA. For maximum learning to occur, students need to feel supported and respected and that they have an authentic say in their education.

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

SECTION 1: SCHOOL OVERVIEW

Insight	How is this insight addressed in our C-SIP?
	<ul style="list-style-type: none"> Student climate survey indicates a “significant decrease” in index numbers for the categories of Pro-Social Involvement Opportunities and Pro-Social Involvement Awards.

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
1. Closing the achievement gap in Mathematics	Students who are not at standard in Mathematics are at risk of non-graduation and have limited post-secondary options. A gap in achievement in Math is unacceptable from a Social Justice perspective.	<p>By Spring 2009 we will see an overall gain in Math WASL scores of 10 points. We will also see a reduction by 15 percentage points in the achievement gap.</p> <p>Interim goal: by February 2009, there will be a 10% decrease in students scoring D and E grades in Math 1 and 2.</p>
2. Closing the achievement gap in Science and raise Science achievement overall	Students who are not at standard in Science have a limited range of options open to them and are less likely to be able to attend/be successful in college.	<p>By Spring 2009 we will see an overall gain in Science WASL scores by 15 percentage points. We will also see a reduction by 10 percentage points in the achievement gap.</p> <p>Interim goal: by February 2009, there will be a 10% decrease in students scoring D and E grades in 9th and 10th grade Science classes.</p>
3. Increasing student attendance	Student attendance is directly connected to the graduation rate.	<p>By February 2009 we will see a decrease in students with D and E grades in core classes by 10 percentage points. This will indicate an increased investment in school.</p>

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SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
4. Eliminating disproportionality in discipline.	There is significant disproportionality in discipline at Nathan Hale. Student climate surveys indicate that not all students feel connected to the school community.	By Spring 2009 there will be a decrease in disproportionality in discipline. By Spring 2009 students will show an increased sense of connection to the school community as indicated by the student climate survey.
5. Closing the achievement gap in Reading and Writing.	There continues to be a gap in achievement in Reading and Writing. This is a significant social justice issue.	By Spring 2009 there will be NO gap in achievement in Reading and Writing as measured by the WASL
6. Increasing community and family engagement in all aspects of the school.	Not all families are involved in the decision-making and other key cultural components of the school. There is disproportional representation in our parent/family leadership groups.	By Spring 2009, there will be increased connection between the community and the school as reported by parent/community surveys.

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.

Closing the achievement gap will ensure that students who are not at standard and on track for graduation in Reading, Writing, Math, and Science will be at standard and ready for graduation.
Addressing student attendance will also ensure that more students will complete 9th grade with enough credits to be on track to graduate.

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?

School-wide commitment to CES principles. School-wide participation in Critical Friends Groups and regular use of student work to assess the efficacy of strategies.
Regular exhibitions of mastery, presented to the community.

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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"> • Building Leadership Team (BLT)/Senate includes: One teacher per grade level; One teacher per program (LA/Math/Science/CTE, etc.); Classified/Parapro representative; Classified SAEOP representative; Principal; Counseling Representative; Parent/Guardian representative from each grade level; Representative from the Nathan Hale Foundation; Athletic and Music Booster Representatives; PTSA representative; Student representative from each grade level. • Senate leads the process of Senate leads the process of continual school improvement and implementation of our Transformation/School Improvement Plan. Makes decisions about use of school time, curriculum, and school policy.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	We do not currently have a BLT/Senate representative from our community whose primary language is not English. C-SIP is presented at Senate, Staff Meeting, and will be presented to the PTSA and the overall school community via our website.
	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*

<i>Topic</i>	<i>Description</i>
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	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)

This is the first year that our school did not make AYP in Spring 2008 in Math (special education and low income students) and in Reading Participation (number of black students taking the test). So, we are not identified as a “School in Improvement.”

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: <Closing the gap in mathematics>

Lead Responsibility:

Principal/Math Department/Counseling and Administrative Staff

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

By Spring of 2009 we will see an increase overall by 10 percentage points in students meeting standard on the Math WASL.
 By Spring 2009 we will see a decrease in the achievement gap by 15 percentage points.

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>
Math lab classes provided for students where they can have pre-teaching of upcoming lessons and additional practice in number sense skills to increase fluency and accuracy.	<ul style="list-style-type: none"> Students who have received lower grades in past math classes and/or show a need for additional supports. 	September 2008 through June 2009	Math teachers, Principal	<p>We dedicate additional staff resources to creating the second math class. This requires the support of the entire school community.</p> <p>In order to ensure that the time and resources are being used well, teachers of math lab classes will work with the student's other Math teacher to track students' progress. Math lab teachers will pre-teach lessons so that their students are confident when they go to their core math class.</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
High leverage strategies a) math journals, b) pressing for justification, c) clear objectives and focused, specific language, d) creating public records of student understanding	<ul style="list-style-type: none"> Students who have gaps in their Math skills or who lose confidence when they are in the Math setting. Evidence shows that these are disproportionately students of color. 	September 2008 through June 2009 in every class period	Math teachers, with support in Math study group and Critical Friends Group to assess efficacy of and refine strategies	In conjunction with the IMP curriculum, Math teachers will consistently reinforce Math language and the critical thinking skills that are part of thinking mathematically. Regular learning walks will show if student work is displayed, students are using Math journals, and student conversation is the center of the classroom.
Pre-teaching and reinforcement of learning, including key math skills and math language, in Math Lab classes	<ul style="list-style-type: none"> Students who do not participate in Math class, and/or say that they cannot do Math. 	September 2008 through June 2009	Math Lab teachers, Pathways Dean, Math Colleagues, CFG colleagues	Math Lab teachers will pre-teach the next day's lesson and skills. Students will be able to participate in the lesson and activities in their core Math class.
Additional Math instruction in After School Homework Center	<ul style="list-style-type: none"> Students who are getting D and/or E grades in Math 	September 2008 through June 2009	Pathways Dean	Students who have D and/or E grades in Math will be assigned to attend the After School Homework Center.
WASL practice in After School Homework Center	<ul style="list-style-type: none"> Students who have not met standard on the Math WASL 	February and March of 2009	Pathways Dean	Students who have not met standard on the Math WASL will be required to attend at least one after school WASL preparation session.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom observation Classroom assessments—quizzes and tests	Math Lab students, both in their math lab settings and in their primary math class	Math teachers, Principal, Assistant Principal, Math Department Chair, Math Department study group (late start time), CFGs (teachers are working on doing peer observations)	<ol style="list-style-type: none"> How consistently are high leverage strategies being used? If not daily, then peer coaches will observe lessons and make recommendations. Students should be showing mastery on quizzes and tests. If not, re-teaching will take place in Math Lab class.

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>	
Late start collaboration time	All Math teachers	Weekly	Staff meet in team and department groups to look at student work and refine practice.
Critical Friends Groups	All Math teachers with colleagues from other disciplines	Twice per month	Staff meet in CFG groups with a coach to run protocols around student work, professional articles, and sticky issues.
Early Release, PD days, and Staff Meetings	All Math teachers with colleagues from other disciplines	At least once per month	Staff members present student work and discuss practice and policy.

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>
Student learning plan family conferences	<ul style="list-style-type: none"> Families of students who are not at standard in Math and/or who are not on track to graduate because of Math. 	Initial conferences in the Fall of 2008. Mid-year conferences in March of	Principal, Pathways Dean, Counselors	The Principal, counselor, and Pathways Dean will meet with the student and her/his family to establish a plan with school actions, student actions, and family actions. Students and families will work collaboratively with school staff to establish the plan.
After school updates from the Pathways Dean	<ul style="list-style-type: none"> Families of students who are not at standard in math and/or who are not on track to graduate because of Math. 	Weekly	Pathways Dean	The Pathways Dean will regularly notify the families of students regarding their participation and progress in after school support class.
Curriculum and Instruction input from family/community members and students in Nathan Hale Senate	<ul style="list-style-type: none"> ALL families 	Twice per month	Senate Chair	Family representatives and student representatives will be a regular presence in all major decision-making at Nathan Hale

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: <Closing the gap in Science and raising Science scores overall

Lead Responsibility: Principal, Department Heads

S.M.A.R.T. Goal: We will eliminate the achievement gap in Science by 10 percentage points as measured by Spring 2009 WASL. We will see an overall increase in students meeting standard in the Science WASL by 15 percentage points.

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>
<ul style="list-style-type: none"> Full-year Science for ALL 9th and 10 graders built in to the 9th grade Academies and 10th grade Integrated Studies teams. 	<ul style="list-style-type: none"> Students disproportionately not at standard in Science. 	September 2008 through June 2009	Principal, Department Heads, Teacher Librarian	By providing integrated Science learning for ALL students coordinated with Language Arts and Social Studies classes, we will build on the critical thinking and literacy skills necessary to be successful in Science.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom observation	Students who are not at standard in Science or who are receiving D and E grades in Science classes.	Administrative team, teacher leaders	Students receiving D and E grades in Science classes will receive additional support in after-school homework classes and will create a student learning plan.
Science WASL scores	Students who are not at standard in Science.	Administrative team, teacher leaders	We will assess the areas of challenge for our students on the Science WASL and target curriculum to those areas.
Regular demonstrations of mastery, including the mock trial and Science Museum nights, as well as Physics bridge demonstrations, Anatomy and Physiology projects, and Chemistry labs.	ALL students	9 th and 10 th grade teachers	Students who are unable to demonstrate mastery will have opportunities to relearn the missed material.

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>	
Late start collaboration time	All Science teachers	Weekly	Staff meet in team and department groups to look at student work and refine practice.
Critical Friends Groups	All Science teachers with colleagues from other disciplines	Twice per month	Staff meet in CFG groups with a coach to run protocols around student work, professional articles, and sticky issues.
Early Release, PD days, and Staff Meetings	All Science teachers with colleagues from other disciplines	At least once per month	Staff members present student work and discuss practice and policy.

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Student learning plan family conferences	<ul style="list-style-type: none"> Families of students who are not at standard in Science and/or who are not on track to graduate because of Math. 	Initial conferences in the Fall of 2008. Mid-year conferences in March of	Principal, Pathways Dean, Counselors	The Principal, counselor, and Pathways Dean will meet with the student and her/his family to establish a plan with school actions, student actions, and family actions. Students and families will work collaboratively with school staff to establish the plan.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
After school updates from the Pathways Dean	<ul style="list-style-type: none"> Families of students who are not at standard in Science and/or who are not on track to graduate because of Math. 	Weekly	Pathways Dean	The Pathways Dean will regularly notify the families of students regarding their participation and progress in after school support class.
Curriculum and Instruction input from family/community members and students in Nathan Hale Senate	<ul style="list-style-type: none"> ALL families 	Twice per month	Senate Chair	Family representatives and student representatives will be a regular presence in all major decision-making at Nathan Hale

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Student attendance and engagement in their education and our community.

Lead Responsibility:

Principal, Administrators, Counselors, Pathways Dean

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

By February 2009, there will be a 50% decrease in daily unexcused absences.

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>
Phone calls each day from the principal to students with unexcused absences	<ul style="list-style-type: none"> • Students with unexcused absences 	Daily	Principal	Principal will review attendance each day and personally call the parents/guardians of students who are absent but not excused.
Follow-up conference with students and families after unexcused absences.	<ul style="list-style-type: none"> • Students with unexcused absences 	Within two days of the phone call	Principal, Pathways Dean, Administrators	A conference will be held with the student and his/her family within three days of an unexcused absence.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teacher phone calls when students are absent and not excused	<ul style="list-style-type: none"> Students with unexcused absences 	Weekly	Attendance secretary/teachers	Daily absence list is e-mailed out to teachers; teachers call home when students are showing a pattern of absences.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Daily attendance report, with excused absences noted by Attendance Secretary	Daily	Principal and Attendance Specialist	We will see if there is a decrease in unexcused absences.

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>	
Cultural Competence training	ALL staff	August TRI/LID days	As a staff we will continually assess our ability to work with ALL students and families.

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>
Immediate family involvement when students are missing school	<ul style="list-style-type: none"> Families of students who are choosing to miss school 	Whenever students are skipping school	Principal	The right consequence: skipping school results in an immediate phone call from the principal and a family/student conference.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Student climate and family involvement: Continually building our community.

Lead Responsibility:

Principal, counselors, administrators

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

By Spring 2009 there will be a decrease in disproportionality in discipline as measured by District data.
 By Spring 2009 there will be an increase in student sense of engagement in the school community as measured by the student climate survey.
 By Spring 2009, there will be a significant increase in family and community engagement as measured by family/community surveys.

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>
<input type="checkbox"/> Students & teachers will collaboratively set norms for classroom behavior	<ul style="list-style-type: none"> • ALL students will have a clear sense of behavior expectations. 	Fall 2008	All staff	By establishing clear, consistent behavior norms, we will create an environment in which ALL students can be successful.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<input type="checkbox"/> Educators & students will be mindful of appropriate remarks/behavior and will respectfully admonish	<ul style="list-style-type: none"> • ALL students 	Fall 2008	ALL staff	Behavior expectations will be clear, fair, caring, and consistent.
<input type="checkbox"/> Students will be given greater student voice in school policies	<ul style="list-style-type: none"> • ALL students 	Fall 2008	Principal, Dean of Students	Family and community will see Nathan Hale as both the heart of the community and a beacon to the community. Student and family members will be included in all decisions and on leadership councils.
<input type="checkbox"/> Norming during CFGs	<ul style="list-style-type: none"> • CFG meetings 	Fall 2008	CFG coaches	<input type="checkbox"/> Sessions on classroom norming
<input type="checkbox"/> Posting course homework on webpage for peer and student access <input type="checkbox"/> Grade-level class meetings for parents	<ul style="list-style-type: none"> • All students 	Daily	ET specialist, web master, all staff	<input type="checkbox"/> Democratic schools <input type="checkbox"/> Activity Director to attend WACA and conference with other instructors <input type="checkbox"/> Reading of <i>Horace's Hope</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<input type="checkbox"/> Daily emails home detailing the goings-on of class (activities, assignments, homework, projects, grades)	<input type="checkbox"/> All students	Fall 2008	<input type="checkbox"/> Transformation committee <input type="checkbox"/> Technology committee <input type="checkbox"/> Academic teams <input type="checkbox"/>	<input type="checkbox"/> We will be consistent as a school community in our use of: <input type="checkbox"/> ESIS <input type="checkbox"/> EGP <input type="checkbox"/> Source <input type="checkbox"/> School Website

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Student climate survey	Students who feel unconnected to school or unsafe at school.	Principal, Administrators	We will continue to refine our practice based on survey results

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
Family representation on PTSA, Music Boosters, Athletic boosters, and other community organizations	Families who feel unconnected to school or unwelcome at school.	Principal, Administrators,	We will continue to seek for ways to include unrepresented families in our school community.
Family/Community climate survey	Families who fee unconnected to school or unwelcome at school.	Principal, Administrators	We will continue to seek for ways to include unrepresented families in our school community.

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>	
Late start collaboration time	All Science teachers	Weekly	Staff meet in team and department groups to look at student work and refine practice.
Critical Friends Groups	All Science teachers with colleagues from other disciplines	Twice per month	Staff meet in CFG groups with a coach to run protocols around student work, professional articles, and sticky issues.
Early Release, PD days, and Staff Meetings	All Science teachers with colleagues from other disciplines	At least once per month	Staff members present student work and discuss practice and policy.

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>
Families will be given timely and comprehensive information about policy, practice, and curriculum.	<ul style="list-style-type: none"> • ALL families 	Fall 2008	Principal, Administrator, Academic teams	We will use our web resources, reader board, and print resources to connect with families and provide key information.
Academic conferences for students who are not at standard.	<ul style="list-style-type: none"> • Families of students who are not at standard. 	Fall 2008	Principal, Pathways Dean	We will meet weekly with students and families of students who are not at standard.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: <Closing the Achievement Gap in Reading and Writing

Lead Responsibility:

Principal, Department Heads, All staff

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

By Spring of 2009 there will be a decrease in the achievement gap in reading and writing as measured by the 2009 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>
<ul style="list-style-type: none"> <input type="checkbox"/> Contextual reading in every course <input type="checkbox"/> Differentiation of Curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Students not at standard in Reading and Writing 	<p>Summer 2005 and ongoing, with a 5% decrease in the achievement gap each year.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Department chairs <input type="checkbox"/> Principal <input type="checkbox"/> Pathways Dean 	<ul style="list-style-type: none"> <input type="checkbox"/> ALL staff members will use high leverage strategies to ensure that students are making progress in reading and writing.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<ul style="list-style-type: none"> ❑ Deepen school-wide commitment to daily silent reading ❑ Build classroom libraries of high interest books ❑ Outside reading requirement at all levels of LA courses. 	Students not at standard in reading and writing	Daily school-wide silent reading Ongoing development of classroom libraries.	Principal, Department heads, ALL staff	Nathan Hale will engage as a community in 100 minutes of school-wide silent reading.
<ul style="list-style-type: none"> ❑ Writing in every course ❑ Heterogeneous groupings/full inclusion ❑ AP for EVERY student 	<ul style="list-style-type: none"> ❑ Writing across the curriculum with regular opportunity for feedback 	<ul style="list-style-type: none"> ❑ Fall 2005 through June 2010 	<ul style="list-style-type: none"> ❑ Department heads will provide leadership ❑ Depts. Will be responsible Pathways Dean will monitor students who are not at standard 	<ul style="list-style-type: none"> ❑ We will have a clear and established practice for assessing writing, and will ensure that every student is writing on a regular basis, building skill and fluency.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<ul style="list-style-type: none"> ❑ Building-wide commitment to using 6-traits evaluation rubric 	<ul style="list-style-type: none"> ❑ Analysis of student writing in collaborative groups (data teams) 	Fall 2005 through June 2010.	<ul style="list-style-type: none"> ❑ Pathways Resources ❑ Weekly late start days (collaborative time to use student work to guide practice). 	<ul style="list-style-type: none"> ❑ ALL teachers will know the 6 traits of effective writing and will use common language to describe writing.
WASL support in After School Homework Center	<ul style="list-style-type: none"> • Students not at standard in Reading and/or Writing WASL 	February and March of 2009	Pathways Dean	Students who are retaking the Reading and/or Writing WASL will be required to attend at least one WASL preparation session with our Pathways Dean.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom observation Classroom assessments—quizzes, tests, and exhibitions.	Students who are not at standard or who are receiving D or E grades.	Teachers, Principal, Assistant Principals, Department Chair, Math Department study group (late start time), CFGs (teachers are working on doing peer observations)	How consistently are high leverage strategies being used? If not daily, then peer coaches will observe lessons and make recommendations. Students should be showing mastery on quizzes, exhibitions, and tests. If not, re-teaching will take place.

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>	
Late start collaboration time	All Science teachers	Weekly	Staff meet in team and department groups to look at student work and refine practice.
Critical Friends Groups	All Science teachers with colleagues from other disciplines	Twice per month	Staff meet in CFG groups with a coach to run protocols around student work, professional articles, and sticky issues.
Early Release, PD days, and Staff Meetings	All Science teachers with colleagues from other disciplines	At least once per month	Staff members present student work and discuss practice and policy.

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>
Student learning plan family conferences	<ul style="list-style-type: none"> Families of students who are not at standard in Reading and/or Writing. 	Initial conferences in the Fall of 2008. Mid-year conferences in March of	Principal, Pathways Dean, Counselors	The Principal, counselor, and Pathways Dean will meet with the student and her/his family to establish a plan with school actions, student actions, and family actions. Students and families will work collaboratively with school staff to establish the plan.
After school updates from the Pathways Dean	<ul style="list-style-type: none"> Families of students who are not at standard in Reading and/or Writing. 	Weekly	Pathways Dean	The Pathways Dean will regularly notify the families of students regarding their participation and progress in after school support class.
Curriculum and Instruction input from family/community members and students in Nathan Hale Senate	<ul style="list-style-type: none"> ALL families 	Twice per month	Senate Chair	Family representatives and student representatives will be a regular presence in all major decision-making at Nathan Hale

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Inclusion	At Nathan Hale High School ALL students will receive Honors learning opportunities with supports in place to help them achieve success.	Fully included Special Education and ELL students with additional IA support. Coordinated curriculum school-wide.
Coherent Math Programming	We will continue to offer consistent math curriculum to all students	Decision-making has already taken place to put one curriculum, IMP, at Nathan Hale.
Demonstration of Mastery	We will ensure that learning is relevant by providing opportunities for all students to demonstrate mastery to the community	Regular exhibition nights and projects in all grade levels.
School's goals apply to ALL students	We will have clear, consistent curriculum across grade levels.	Regular team and department planning. Commitment to common curriculum.

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
Students not at standard	We will have after school homework help for students not at standard.	\$10,000	Y	PTSA Federal Learn and Serve grant	
Personalized Learning Community	We have smaller classes at the 9 th grade so that students can make the key transition to High School.	\$60,000	Y	Baseline Budget PTSA	
Math achievement	Additional staffing in Math	\$40,000	Y	Baseline Budget PTSA	
Inclusion	Additional staffing of Sp Ed. IAs for classroom support	\$20,000	Y	Baseline budget	

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)							Description
Group Health							Please see attached document
School	Partner(s)	Description	Timing (when, how often)	Outside Funding Source	Outside Funding	Duration of Partnership	
Nathan Hale HS	Group Health Cooperative	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 	<ul style="list-style-type: none"> Approximately \$300,000 (\$200K FEL and \$100K other) 	2005	

Note: Please delete or add rows as necessary