

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Hamilton International Middle School

Principal Katie Cryan Leary

September 29, 2008



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Revision History

Revision Number	Date	Comments
1	August 27, 2008	Entering staff feedback re: Focus Areas 3 & 4
2	September 5, 2008	Entering BLT-A feedback re: Focus Areas 1-4
3	September 9, 2008	Entering BLT-B feedback re: Focus Areas 1-4
4	September 16, 2008	Revising SMART goals for Focus Areas 1-4
5	September 22, 2008	Entering staff feedback from Staff meeting on 09-17-08
6	September 24, 2008	Updating Partnerships and Budget sections
7	September 29, 2008	Entering feedback from family events on 09-25-08, 09-29-08
8	October 30, 2008	Edits by Office of School Improvement
9	December 2, 2008	C-SIP Peer Reviews
10	January 7, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

What are our school's mission, vision, and theory of action?

Please briefly describe your school's overall mission, vision and theory of action in 1-2 paragraphs.

Vision:

All students will attain the skills and knowledge needed to succeed and contribute in a global society.

Mission:

To provide rigorous academic curricula to prepare students for a diverse and technological society so that students will contribute to and succeed in the larger global community.

Theory of Action:

Extend Instructional Time

- * Math & Reading Intervention Classes (during the school day, extended day & breaks)
- * Provide Collaborative Teacher Planning / Data Team Time

Improve Quality of Instruction

- * Implement High Leverage Teaching Moves in every classroom
- * Math Initial Use/Studio Classroom Professional Development
- * Readers/Writers Workshop Professional Development

Develop Caring and Nurturing Relationships that support to the achievement of all students

- * Implement School-Wide Discipline Plan
- * Provide Academic and Social/Emotional Interventions to struggling students

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

SECTION 1: OVERVIEW

What have we learned from our data?

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

	Insight	How is this insight addressed in our C-SIP?
1	Our WASL data indicated that 49.5% of all students did not meet standard on the math WASL.	<p>Focus Area #1--Math: We have set a SMART goal to increase the percentage of students meeting the math standard to 60.5 percent including moving 67 students (50% of all Level 2 students) from Level 2 to passing and 99 students (50% of all Level 1 students) from Level 1 to Level 2.</p> <p>As a staff we believe that providing students with the following math supports will increase the percentage of students meeting and exceeding standard on the WASL:</p> <ul style="list-style-type: none"> • An additional middle school math class during the day • Mid-Winter and Spring Break Academic Camps • After school Math Academy
2	Our WASL data indicated that 36.4% of all students did not meet standard on the reading WASL and 28.3% of 7th grade students did not meet standard on the writing WASL.	<p>Focus Area #2--Reading and Writing: We have set a SMART goal to increase the percentage of students meeting the reading standard 71.3 percent including moving 51 students (30% of all Level 2 students) from Level 2 to passing and 37 students (50% of all Level 1 students) from Level 1 to Level 2; Increase the percentage of 7th grade students meeting the writing standard 58.4 percent including moving 64 students (27.7% of all Level 2 students) from Level 2 to passing and 31 students (13.4% of all Level 1 students) from Level 1 to Level 2. As a staff we believe that providing students with the following reading and writing supports will increase the percentage of students meeting and exceeding standard on the WASL:</p> <ul style="list-style-type: none"> • An aligned reading/writing approach, Columbia Teachers College Readers/Writers Workshop • An additional reading improvement class for L1/L2 students • Mid-Winter and Spring Break Academic Camps • After school Literacy Academy
3	Our WASL data indicated student academic achievement when teachers aligned their practices.	<p>Focus Area #3--High Leverage Teaching Moves: We have set a SMART goal to implement high leverage teaching moves in 100% of our classrooms (school-wide implementation is quarterly; content area is by end of 1st quarter). As a staff we believe that implementing school-wide and content area high leverage teaching moves will increase student academic achievement.</p>
4	Our Student Climate Survey indicates that we need to develop caring and nurturing relationships.	<p>Focus Area #4--Caring and Nurturing Relationships: We have set a SMART goal to implement our school-wide discipline plan in grade level teams beginning in September 2008 (voted in by staff--June 2008). As a staff we believe that developing caring and nurturing relationships will accelerate our students' learning and decrease our academic and discipline disproportionality.</p>

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

SECTION 1: 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
Math	49.5% of all students did not meet standard on the math WASL.	To increase the percentage of students meeting the math standard to 60.5 percent including moving 67 students (50% of all Level 2 students) from Level 2 to passing and 99 students (50% of all Level 1 students) from Level 1 to Level 2.
Reading and Writing	36.4% of all students did not meet standard on the reading WASL. 28.3% of 7th grade students did not meet standard on the writing WASL.	To increase the percentage of students meeting the reading standard 71.3 percent including moving 51 students (30% of all Level 2 students) from Level 2 to passing and 37 students (50% of all Level 1 students) from Level 1 to Level 2. Increase the percentage of 7 th grade students meeting the writing standard 58.4 percent including moving 64 students (27.7% of all Level 2 students) from Level 2 to passing and 31 students (13.4% of all Level 1 students) from Level 1 to Level 2.
High Leverage Teaching Moves	As a staff, we saw gains in student academic achievement when we aligned our practices in the content areas of writing, reading, math, and science.	High leverage teaching moves will be implemented in 100% of our classrooms. Timing for implementation of the school –wide HLTM will be: 1 st quarter: Implement HLTM 1—Clear teaching point 2 nd quarter: Implement HLTM 2—Use of vocabulary 3 rd quarter: Implement HLTM 3—Ongoing formative assessment 4 th quarter: Implement HLTM 1, 2, and 3. In addition, departments will develop HLTM by mid-September and implement their content area HLTM by the end of first quarter through the end of the year.

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Caring and Nurturing Relationships	Our Student Climate Survey data, the disproportionality in our discipline and academic achievement data, and a need to provide academic and social interventions for students serve as the rationale for choosing this major area.	Implement school-wide discipline strategies in grade level teams beginning in September 2008.

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.

<p>Focus Area #1 Math: By increasing the percentage of students meeting the math standard to 60.5 percent including moving 67 students (50% of all Level 2 students) from Level 2 to passing and 99 students (50% of all Level 1 students) from Level 1 to Level 2, our school will contribute to the district’s student performance target of 80% of 7th graders meeting or exceeding math standards by 2012-2013, and the district’s academic milestone of 7th graders being ready for algebra by 8th grade.</p> <p>Focus Area #2 Reading and Writing: By increasing the percentage of students meeting the reading standard 71.3 percent including moving 51 students (30% of all Level 2 students) from Level 2 to passing and 37 students (50% of all Level 1 students) from Level 1 to Level 2; Increase the percentage of 7th grade students meeting the writing standard 58.4 percent including moving 64 students (27.7% of all Level 2 students) from Level 2 to passing and 31 students (13.4% of all Level 1 students) from Level 1 to Level 2; our school will contribute to the district’s academic milestone of 90% of 9th graders being ready for high school by 2012-2013.</p> <p>Focus Area #3 High Leverage Teaching Moves: By implementing high leverage teaching moves in 100% of our classrooms, our school will contribute to the district’s strategies for action in strengthening leaders system-wide by holding all employees to high expectations, and supporting them in meeting those expectations and by increasing and improving professional development to help staff develop new skills.</p> <p>Focus Area #4 Caring and Nurturing Relationships: By increasing caring and nurturing relationships in our school, our school will contribute to the district’s vision of our commitment to all students achieving.</p>

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

SECTION 1: OVERVIEW

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

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

Our school is participating in many school-wide strategies to improve student achievement. Specifically, our school is:

- Applying research-based programs to improve student achievement;
- Implementing strategically aligned professional development for staff;
- Building upon and expanding existing university and community partnerships;
- Increasing the level of academic rigor in core subject areas;

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) consists of two teams, BLT-A which focuses on the academic achievement of all students and BLT-B which focuses on school climate and student discipline. BLT-A members include seven Department Heads, one Parent, one Classified staff member, one Educational Support staff member, the school Principal/Assistant Principal and/or House Administrator. The BLT-B members include six Grade Level Team Leaders, the Head Counselor, the YMCA Director, one Parent, one Classified staff member, the school Principal/Assistant principal and/or House Administrator. • Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; Two parents serve on BLT. • Our C-SIP was presented at our Meet the Principal's events on September 25, 2008 at the Columbia City Library and on September 29, 2008 at Hamilton International School MS and their input is included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (Black, Hispanic, Limited English, Special Education, Low Income) and Math (All, Black, Hispanic, Limited English, Special Education, Low Income) and Student Attendance Rate for two or more years in a row. So, we are identified as a “School in Improvement” in Step 3.

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility:	Principal Katie Cryan Leary/Math Coach Jim Buchanan
S.M.A.R.T. Goal:	Increase the percentage of students meeting the math standard to 60.5 percent including moving 67 students (50% of all Level 2 students) from Level 2 to passing and 99 students (50% of all Level 1 students) from Level 1 to Level 2.

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>
Extra Instructional Time	30 Level 1 30 Level 2	250 minutes/week all year	Math Coach Jim Buchanan, Extra Instructional Math Time Teachers	Students who did not meet standard on their most recent math WASL will receive 50 extra minutes of math instruction every day in a preview math class.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Acceleration of Math Skills to Reach Grade Level	60 Level 1 60 Level 2	105 minute class 4 days / week	Math Academy Teachers, Math Coach Jim Buchanan	Students who did not meet standard on their most recent math WASL will participate in the school's Math Academy. This individualized, extra learning time will accelerate students to grade level by the end of the school year.
Test Prep	60 Level 1 60 Level 2	Two times/year (Mid-Winter & Spring Breaks) 4 classes - 3 days for 4 hours/day	Levy Coordinator Amy Lu, YMCA Directors Amy White, Chris Rossman, Math Coach Jim Buchanan	Students who scored a Level 1 or Level 2 on their most recent math WASL will enroll in Break WASL Camps to review concepts they will be tested on and to practice taking the WASL.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
CMP2 unit assessments	All students	Teachers will administer assessments according to district curriculum calendar and send results to central office. The district math director will be responsible for scoring and reporting results.	Teachers will use CMP2 assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
Ongoing Formative Assessments	All students	Math teachers are responsible for administering, scoring and analyzing results.	Teachers will use pre, mid, and post assessments to assess students' GLE skill development. They will use the data to develop lesson plans.

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>	
CMP2 Curriculum Training	All CMP2 Math Teachers, Math Coach Jim Buchanan	3 times, four-hour trainings (dates) Studio days	<ul style="list-style-type: none"> • Initial Use CMP2 training • Studio Classroom / TGD Work • Implementation of High Leverage Teaching Moves
Collaborative Analysis of Student Data	Math Teachers & Math Coach Jim Buchanan	Weekly, 2 hours, year-round	<p>Our Math Coach Jim Buchanan will meet weekly with each grade level team to guide data team work and support teachers in developing the curriculum and monitoring student progress.</p> <p>Based on the data, teachers will develop Classroom Action Plans based on student skills in indentified GLE areas, monitor student progress by skill, and develop lesson plans and strategies to be implemented the following week.</p>
MAP Administration Training	All math teachers	2 times, 2 – 4 hours 1x/quarter	Teachers will receive training in how the MAP assessment monitors student growth, and how to analyze test results to drive 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>
Academically-Focused Family Events	Families of all students with 50% of participants representing students who are Level 1 or Level 2 in math.	1x/semester	Math Department, Math Coach Jim Buchanan	Teachers of L1 and L2 students call families (with the assistance of Bilingual IA's as needed) to inform and invite them to evening family events, with food provided, to engage families and support their students in reaching math goals.
*Parent-teacher conferences	Families of students who are below grade level in math.	1x/semester	Math Department, Math Coach Jim Buchanan	Math teachers call families (with the assistance of Bilingual IA's as needed) re: scheduling conferences with parents of students who are below grade level in math, to review skills that need more work and strategies that improve performance. <i>*Conferences are available for all students in any content area at any time throughout the year per parent/guardian request.</i>
Written communication	All Families	At the beginning of each new math unit (8x/yr)	Math Department, Math Coach Jim Buchanan	Math teachers and the Coach will send letters to families at the beginning of each new math unit to identify skills to be learned. Letters will be submitted to the PTSA newsletter mailing monthly. Letters will be made available electronically via website/ebulletin when possible.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading and Writing

Lead Responsibility: Assistant Principal Jesely Alvarez/Literacy Coach Natalie Bowers

S.M.A.R.T. Goal: Increase the percentage of students meeting the reading standard 71.3 percent including moving 51 students (30% of all Level 2 students) from Level 2 to passing and 37 students (50% of all Level 1 students) from Level 1 to Level 2. Increase the percentage of 7th grade students meeting the writing standard 58.4 percent including moving 64 students (27.7% of all Level 2 students) from Level 2 to passing and 31 students (13.4% of all Level 1 students) from Level 1 to Level 2.

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>
Extra Instructional Time	<ul style="list-style-type: none"> 47 Level 1 and 117 Level 2 reading students 	Year-round	Literacy Teachers, Literacy Coach Natalie Bowers	<p>Students who did not meet standard on their most recent reading WASL will receive 50 extra minutes of reading instruction every day.</p> <p>Instructors will use the Columbia Teachers College Readers Workshop approach (i.e. read alouds, shared reading, guided reading, explicit instruction, independent reading, conferring with students, etc.).</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Test Prep	<ul style="list-style-type: none"> Level 1 and Level 2 reading students 	Two times per year (Mid-Winter and Spring Breaks)	Literacy Coach Natalie Bowers	Students who scored a Level 2 on their most recent reading WASL will enroll in Break WASL Camps to review concepts they will be tested on and to practice taking the WASL.
Align Instructional Approaches in Writing	<ul style="list-style-type: none"> All students 	Year-round	Literacy Coach Natalie Bowers and Language Arts Department	<p>All students, including students who did not meet standard on their most recent writing WASL, will receive aligned instructional approaches in writing instruction every day.</p> <p>Instructors will use the Columbia Teachers College Writers Workshop approach (i.e. mini-lessons, anchor charts, partner work, published writing, etc.).</p>

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>
Columbia Teachers College Quick Assessments	All Level 1 and Level 2 students as determined by their growth in reading	Teachers administer and score assessments.	Teachers will use assessment data to design lesson plans.
Formative Assessments	All students, monthly	Teachers collaboratively design and score by grade level. Classroom teachers administer assessments.	Teachers meet by grade level to analyze student work, monitor student progress, and design lesson plans monthly.

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>	
Grade Level Collaborative Teacher Teams	All reading/writing Teachers	2x/month, 1-2 hours	Collaborative teacher teams provide teachers an opportunity to meet, discuss student work and plan lessons together by grade level.
Literacy Instruction Coaching	Literacy Teachers, Language Arts Teachers	Weekly, 1 Hour	Our Literacy Coach will conduct weekly lab sessions in classrooms/Literacy Lab.
Columbia Teachers College Professional Development with Staff Developer Kate Roberts (Literacy)	Language Arts Department, Literacy Coach Natalie Bowers Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez	8x/year: October 8 th and 9 th , 2008 December 10 th and 11 th , 2008 January 7 th and 8 th , 2009 March 25 th and 26 th , 2009	Our Columbia Teachers College staff developer (Kate Roberts), will provide staff development to Language Arts teachers quarterly lab sessions in classrooms/Literacy Lab.

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>
Academically-Focused Family Events	<ul style="list-style-type: none"> Families of all students with 50% of participants representing students who are Level 1 or Level 2 in reading/writing. 	1x/semester	Literacy Coach Natalie Bowers and Language Arts Department	<p>LA teachers call L1/L2 students' families to inform and invite them to evening family events, with food provided, to engage families and support their students in reaching reading/writing goals.</p> <p>The event invitations will be translated by Bilingual IA's into the primary languages spoken by families of students at the school.</p>
Written Communication to Families	<ul style="list-style-type: none"> Families of all students 	Quarterly	Literacy Coach Natalie Bowers and Language Arts Department	<p>Language Arts teachers and the literacy coach together will submit a quarterly letter to the PTSA newsletter mailing for families, highlighting specific literacy strategies for parents/guardians to do at home to strengthen their students' literacy skills.</p> <p>The newsletter will be translated by Bilingual IA's into the primary second language spoken by families of students at the school.</p>

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: High Leverage Teaching Moves

Lead Responsibility:	Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez and BLT-A
S.M.A.R.T. Goal:	<p>High leverage teaching moves will be implemented in 100% of our classrooms. Timing for implementation will be:</p> <p>1st quarter: Implement HLTM 1 – Clear teaching point 2nd quarter: Implement HLTM 2 – Use of vocabulary 3rd quarter: Implement HLTM 3 – Ongoing formative assessment 4th quarter: Implement HLTM 1, 2, and 3.</p> <p>In addition, departments develop HLTM by mid-September and implement content area HLTM by end of 1st quarter.</p>

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>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement School-Wide High Leverage Teaching Moves	All students	1 st quarter: Implement HLTM 1 2 nd quarter: Implement HLTM 2 3 rd quarter: Implement HLTM 3 4 th quarter: Implement HLTM 1, 2, 3.	All teachers	<p>Classroom teachers will use the following school-wide High Leverage Teaching Moves:</p> <ol style="list-style-type: none"> 1. Clear Teaching Point <ul style="list-style-type: none"> • The teacher has carefully planned daily lessons within a unit plan. • The teacher has a daily goal, connected to the standards, that is written and clearly posted so that students can see it and understand what they are going to learn and why. 2. Use of Vocabulary <ul style="list-style-type: none"> • The teacher teaches the particular words that students need to know or be familiar. These words should be: Content terms, Process terms. • The teacher provides verbal and visible synonyms or short, friendly definitions for these vocabulary terms. • A few key terms are purposefully posted daily. 3. Ongoing Formative Assessment <ul style="list-style-type: none"> • Teachers regularly measure student learning and plan next instructional moves. • This might be in the form of: Exit tickets or tasks, Writing notebooks/sketch books, Post-its from reading work.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<p>In addition to implementing school-wide High Leverage Teaching Moves in 100% of classrooms, develop and implement High Leverage Teaching Moves in every content area.</p>	<p>All students</p>	<p>Develop content area HLTM by September 19, 2008.</p> <p>Implement content area HLTM by end of 1st quarter and continue through the end of the school year.</p>	<p>All teachers</p>	<p>Math:</p> <ol style="list-style-type: none"> 1. Press for justification and generalization 2. Promote rich and engaging discourse 3. Use public records 4. Use journal writes <p>LA:</p> <ol style="list-style-type: none"> 1. Meeting areas 2. Anchor charts of teacher/student thinking <p>SS:</p> <ol style="list-style-type: none"> 1. Prior knowledge strategies <p>Science:</p> <ol style="list-style-type: none"> 1. Science notebooks 2. WASL practice/strategies 3. Incorporate BSCS leadership skills <p>PE:</p> <ol style="list-style-type: none"> 1. Implementation of district PE curriculum <p>World Languages:</p> <ol style="list-style-type: none"> 1. Provide classroom incentives (i.e. higher percentage of grade) for increase in world language use in the classroom. <p>International Arts:</p> <ol style="list-style-type: none"> 1. Daily entry task

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>
Administrative Learning Walks	All students, 3+ times/week	Principal Katie Cryan Leary & Assistant Principal Jesely Alvarez	Provide teachers verbal/written feedback regarding implementation of HLTM (school-wide and content areas).
Volunteer Demonstration Classrooms	All students, quarterly	BLT A, Teacher volunteers	Provide observation opportunities in volunteer demonstration classrooms to teachers seeking support on implementation of HLTM.

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>	
Literacy Instruction Coaching	Literacy Teachers, Language Arts Teachers	Weekly, 1 Hour	Our Literacy Coach will conduct weekly lab sessions in classrooms/Literacy Lab.
Columbia Teachers College Professional Development with Kate Roberts (Literacy)	Language Arts Department, Literacy Coach Natalie Bowers, Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez	8x/year: October 8 th and 9 th , 2008 December 10 th and 11 th , 2008 January 7 th and 8 th , 2009 March 25 th and 26 th , 2009	Our Columbia Teachers College staff developer, Kate Roberts, will provide professional development to Language Arts teachers during quarterly lab sessions in classrooms/Literacy Lab.
Observation for Evidence of Learning (Science)	Science Department, SPS Science Coaches, Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez	2x/year	Our Science Department, with support from SPS Science Coaches, will provide professional development to Science teachers 2x/year.
Math Instruction Coaching	Math Department, Math Coach Jim Buchanan, Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez	Weekly, 1 Hour	Our Math Coach will conduct weekly lab sessions in classrooms/Math Lab.
Staff professional development on High Leverage Teacher Moves	Staff, Literacy and Math Coaches, Principal/Assistant Principal	Quarterly and as needed/requested throughout the implementation process	Our staff will be provided professional development/volunteer demonstration classroom observation opportunities on High Leverage Teacher Moves quarterly/as needed/requested.

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>
Develop strategies with and for families to support students with their learning at home.	All families	Meet the Principals event scheduled at North end site on September 25, 2008 and south end site on September 29, 2008.	Family Engagement Committee, YMCA CLC, Principal Katie Cryan Leary, Assistant Principal Jesely Alvarez, House Administrator Julia Leonas, PTSA	Develop 2-3 High Leverage Teacher Moves with families to support students with their learning at home (i.e. designated HW area) to publish in fall PTSA newsletter.
Inform families about HLTM and how we use them as a school to support student learning.	All families	Meet the Principals event scheduled at North end site on September 25, 2008 and south end site on September 29, 2008.	Family Engagement Committee, YMCA CLC, Principal Katie Cryan Leary, Assistant Principal Jesely Alvarez, House Administrator Julia Leonas, PTSA	Provide families an overview about HLTM and how we use them as a school and in our C-SIP to improve and support student learning. Give an update to families via the PTSA newsletter on how the HLTM are progressing.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Caring and Nurturing Relationships

Lead Responsibility:

Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez and BLT-B

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

Increase positive student climate and decrease academic and discipline disproportionality by implementing school-wide discipline strategies in grade level teams beginning in September 2008.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement school-wide discipline plan.	<ul style="list-style-type: none"> All students 	Year-round	All staff	100% of staff will implement the school-wide discipline plan voted on by staff in June 2008.
Grade Level Teams (GLT's) meet regularly.	<ul style="list-style-type: none"> All students 	Once per week for 20-30 minutes.	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	Talk about students of concern, students of recognition, share information, coordinate activities, build collective consciousness, develop cross-curriculum ideas, plan recognition of students, develop long and short term intervention strategies for student discipline, and publish and read meeting minutes.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
GLT's work together to address certain standard district discipline offenses.	<ul style="list-style-type: none"> All students 	Year round	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	<p>GLT's work together to address standard district discipline offenses D-110, D-120, D-130.</p> <p>Teachers enter these offenses in electronic discipline tracking form developed by teams.</p>
GLT's work together to facilitate school-wide anti-bullying strategies.	<ul style="list-style-type: none"> All students 	Year round	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	<ul style="list-style-type: none"> GLT's will implement a minimum of four Olweus lessons using a class meeting model. School-wide Olweus lesson plans will be developed by an Anti-Bullying Coordinator who will work closely with BLT-B. GLT Leaders will work with their teams to assess effectiveness of Olweus strategies and report GLT feedback to BLT-B for future Anti-Bullying planning.
GLT's work together to improve school climate by scheduling and participating in grade level assemblies, class meetings, and grade level field trips.	<ul style="list-style-type: none"> All students 	Year round	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	<p>Minimum of four grade level assemblies per year and minimum of two grade level field trips per year.</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
GLT's establish and follow team norms.	<ul style="list-style-type: none"> All students 	September 30, 2008	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	GLT members will establish and follow norms at all GLT meetings.
GLT members commit to working collaboratively to communicate and solve problems between students, staff, and families.	<ul style="list-style-type: none"> All students 	Year round	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	GLT members commit to working collaboratively to communicate and solve problems between students, staff, and families by practicing professional and constructive feedback to support student achievement.
GLT members commit to attending all parent/guardian conferences that are scheduled during contracted hours.	<ul style="list-style-type: none"> All students 	Year round	Grade Level Team Leaders Chris Davis, Emily Christiansen, Bill Levin, Bob Budnick, Gina Gerlitz, Jordan Gussin, GLT's	GLT members commit to attending all parent/guardian conferences that are scheduled during contracted hours of 7:15a.m.-2:45 p.m.
Hamilton Heroes Mentoring Program	<ul style="list-style-type: none"> Students identified by counseling team 	Year round with an option to mentor a student for their 3-years at HIMS	Amy White & Chris Rossman, YMCA Directors	HIMS staff volunteers to mentor a student for a school year with an option to mentor a student for their 3-years at HIMS. Staff member attend mentor events hosted by YMCA and provides academic and social emotional support to student and communicates about their progress to family.

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>
Administrative Learning Walks	All students, 3+ times/week	Principal Katie Cryan Leary & Assistant Principal Jesely Alvarez	Provide GLT's verbal/written feedback regarding implementation of school-wide discipline plan.
Volunteer Demonstration Classrooms	All students, quarterly	BLT B, Teacher volunteers	Provide observation opportunities in volunteer demonstration classrooms to teachers seeking support on implementation of school-wide discipline plan.
Implement electronic intervention logging form	Students with behaviors warranting Team Leader intervention	Grade Level Team Leaders, Grade Level Team members	Team Leaders and Grade Level Team members will implement an electronic intervention logging system to document interventions for students with behaviors warranting Team Leader intervention.

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>	
Olweus training for new staff/staff interested in a review	New staff/staff interested in a review	By end of 1 st quarter	Provide new staff with Olweus training and overview of implementation expectations for teachers.
GLADD Rules training for new staff/staff interested in a review	New staff/staff interested in a review	By end of 1 st quarter	Provide new staff with GLADD training and overview of implementation expectations for teachers.

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>
Building Parent/Guardian presence at school	All families	Year- Round	Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez, PTSA	The Principal/AP will work with PTSA to build a system for parents/guardians to volunteer at school, in order to increase parent/guardian presence at school.
Parent/Guardian surveys	All families	2x/year	Principal Katie Cryan Leary/Assistant Principal Jesely Alvarez, PTSA	The Principal/AP will work with PTSA to develop and administer a survey of all parents/guardians to determine how to best engage them in school.
Survey Review	All families	2x/year, 2 hours	All Staff, Administrators , PTSA	Staff & Administrators will review parent and student survey data. Based on survey results, action steps to increase caring and nurturing relationships will be identified and implemented.
Inform families about anti-bullying process	All families	1x/Semester	House Administrator Julia Leonas	Families will be informed via student planner insert and a brief overview of our Olweus anti-bullying program via the PTSA newsletter. Evening event to discuss anti-bullying program and strategies with families TBD.
Teachers and families are timely in their response to communications about students	All families	Response within 48 hours, Year-Round	Team leaders, Teachers, Parents/ Guardians	Teachers and parents/guardians are to respond in a timely manner (i.e. within 48 hours) to communications regarding student progress/concerns.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Provide families with school-wide social skills focus that can be supported at home	All families	Monthly	Counselors Neil Yeda & Louise von Walter, Counseling intern Lauren Stepovich	<p>Counselors will provide families with research-based strategies to support social emotional development of students to be submitted to the PTSA newsletter monthly.</p> <p>Counselors will provide a monthly social emotional skill to focus on school-wide to be read during the morning announcements and supported in classrooms during Olweus centered meetings and/or grade level/school-wide assemblies.</p>

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>
International School	<p>Provide academic excellence, world languages, and a global perspective in every classroom for every student using an international school model.</p> <p>To specifically develop our international school program by:</p> <ul style="list-style-type: none"> • Providing rigorous academics for all students by using research based strategies • Offering world languages (English, Spanish and Japanese) for all students • Infusing a global perspective in every classroom using the knowledge and experience of other international schools 	<ul style="list-style-type: none"> • Provide rigorous teaching and learning in every classroom by implementing high leverage teacher moves in 100% of classrooms. • Provide teachers with professional development opportunities in the area of world languages (specifically in immersion language learning). • Provide teachers with professional development opportunities in how to infuse a global perspective into their content areas. • Build on our community partnerships to provide students with local, national, and international service learning opportunities to enhance their global perspective. • Research other international school programs to further develop our current program and our international school structure from preK-20.

Note: Please delete or add rows as necessary.

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Extra Instructional Time	<ul style="list-style-type: none"> • \$35,425 	Y, Y	Microsoft Math	N/A
Math	After school Math intervention	Same funding source as above	Y	Microsoft Math	N/A
Reading and Writing	Extra Instructional Time	<ul style="list-style-type: none"> • .6 FTE • \$2,992 	Y	I-728; LAP, FEL; MSSP	N/A
Reading and Writing	After school Literacy intervention	<ul style="list-style-type: none"> • \$16,033 	Y	FEL; MSSP	N/A
High Leverage Teacher Moves	Progress Monitoring: Volunteer Demonstration Classrooms	Cert per diem rate (Total of \$6,560)	Y	Extra Time Pay	All content areas
Caring and Nurturing Relationships	Progress Monitoring: Volunteer Demonstration Classrooms	Same funding source as above	Y	Extra Time Pay	All grade levels
International School	Provide academic excellence, world languages, and a global perspective in every classroom for every student using an international school model.	Alliance for Education ~\$101,000 for SPS Intl Schools; IBB ~\$7,500	Y Funding amount pending fundraising	Alliance for Education; Intl Business Breakfast (IBB)	All students

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
826 Seattle	826 Seattle is a nonprofit writing and tutoring center dedicated to helping youth, ages six to 18, improve their creative and expository writing skills, and to helping teachers inspire their students to write. Our services are structured around our belief that great leaps in learning can happen with one-on-one attention and that strong writing skills are fundamental to future success. We are committed to providing students with access to writing workshops, publishing projects, and one-on-one help with homework and English language learning – all free of charge.	Weekly sessions, Quarterly	826 Seattle	N/A	3 years: 2007/08-1009/10
AFE Teacher Exchange Program	Exchange Teachers are paired with a teacher for the year to enrich student learning and to share their culture with our school and students.	Yearly, one school year	AFE	N/A	Yearly application process
Arts Corps	Arts Corps, the largest nonprofit arts educator in the Seattle area, fosters creative habits of mind in young people through a passionate corps of teaching artists. Active since 2000, Arts Corps brings the lifelong practices of persistence & discipline, critical thinking, courage & risk-taking, reflection and imagining possibilities to the classroom and beyond.	Yearly, quarterly HOST sessions	Families and Education Levy (FEL) Programs	N/A	Yearly, quarterly HOST sessions

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SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
City Year	City Year’s signature program, the City Year youth service corps each year unites more than 1,400 young people age 17-24 for a demanding year of full-time community service, leadership development, and civic engagement. These young leaders come from diverse backgrounds and put their idealism to work by tutoring and mentoring school children, reclaiming public spaces, and organizing after-school programs, school vacation camps, and the Starfish Corps, Young Heroes, and City Heroes programs.	Quarterly	City Year	N/A	Year-to-year
Columbia Teachers College Reading and Writing Project	Teachers College Reading and Writing Project (TCRWP) has been a premier provider of professional development in New York City Schools and across the nation for over two decades. We are a research and staff development organization housed at Teachers College, Columbia University. Our mission is to support expert literacy instruction within our schools through research, collaboration, and professional development. Known nationally as a think tank, our ideas are never static, but rather grow and evolve through a dedication to inquiry, consistent reflection, and the input of teachers, students, and	8 visits from a CTC staff developer (Kate Roberts) per year	MSSP	MSSP, limited district funding for literacy professional development provided on calendar days	Year-to-year

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	staff.				
Families and Education Levy (FEL) Programs	<p>The City of Seattle Families and Education Levy (FEL) is a 7-year, \$69 million initiative that was passed in 1997 by Seattle voters. Voters approved an expanded Families and Education Levy Proposition in 2004.</p> <p>While the Levy continues to fund many of the programs instituted in past levies, there is a sharper focus on preparing children to be ready for school, improving academic achievement and reducing disproportionality, and helping students complete school. Emphasis is placed on serving students and schools that have traditionally underperformed.</p> <p>All Levy-funded programs focus on meeting five outcomes.</p> <ul style="list-style-type: none"> • Ensure that children and youth are ready to learn and do well at school. • Empower middle and high school students to be healthy and make healthy choices. • Engage children and youth in safe and constructive out of school activities. 	<p>The City of Seattle Families and Education Levy (FEL) is a 7-year, \$69 million initiative that was passed in 1997 by Seattle voters. Voters approved an expanded Families and Education Levy Proposition in 2004.</p>	City of Seattle voters	N/A	7-year initiative (1997-2004); Expanded in 2004 through 2011

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	<ul style="list-style-type: none"> • Enable families to nurture, support, and guide their children and help them succeed in school. • Help schools provide a caring, encouraging environment for students and families. 				
IEAB International Education Advisory Board	A board of business stakeholders from the city of Seattle collaborates with representatives from Seattle Public School District to support international education in schools in order to develop students as global citizens.	Meetings occur 1-3 times per quarter throughout the year.	N/A	N/A	On-going
Inner City Outings	<p>Inner City Outings (ICO) demonstrates the Sierra Club's ability to bring its message of environmental stewardship into urban communities.</p> <p>Sierra Club volunteer outings leaders recognize that many youth growing up in urban environments have little or no access to nature due to lack of income, awareness, and skills. In close to 50 cities in the United States, dedicated ICO volunteers take youth who would not otherwise have access to the outdoors on safe and fun wilderness excursions. Many of these youth have never been outside their immediate</p>	Yearly, quarterly HOST sessions	Families and Education Levy (FEL) Programs	N/A	Year-to-year

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	<p>neighborhoods, let alone into wilderness places.</p> <p>Every year, we introduce approximately 12,000 young people to the wonders of nature through our nearly 800 outings and service projects. Many ICO participants credit the program with helping them to succeed in school and work toward personal goals.</p>				
International Business Breakfast	Local Seattle businesses are invited to attend an international school fundraiser for Seattle Public School District international school programs.	1x/Year	Local Seattle Businesses	Community members, Families	Yearly
Korean Teacher Exchange Program	Visiting Korean teachers observe US classrooms and share Korean culture with students.	1x/year, 2-4 week visit	Asia Society	N/A	Yearly request
LAP (Learning Assistance Program)	The intent of this program is to enhance educational opportunities for public school students who are deficient in basic skills achievement. This program is known as the Learning Assistance Program. LAP is a state education program that provides support, opportunities and services to students who attend schools with high levels of poverty and who are at risk of meeting the state's challenging performance standards. Funding is determined by a legislative formula based on:	Yearly	State and Federal funding sources	Funding is determined by a legislative formula based on: Projected Enrollments Statewide	Year-to-year

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SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	<ul style="list-style-type: none"> • Projected Enrollments • Statewide Test Scores • Free & Reduced-Price Lunch Counts <p>LAP provides supplemental support in reading, writing and/or mathematics to identified students. Individual schools determine the grade levels and specific subject areas to be served.</p> <p>Every LAP school must create a specific plan that describes how funds will be utilized in compliance with federal and state guidelines and regulations. LAP serves children through School wide or Target Assistance Programs.</p>			<p>Test Scores</p> <p>Free & Reduced-Price Lunch Counts</p>	
Microsoft Math Partnership	<p>The Microsoft Math Partnership is the company's commitment to help improve middle school student academic performance and participation in math. Investment areas include educator professional development, student support programs, and public awareness.</p>	<p>Three year commitment 2007-08 school year through 2009-2010 school year</p>	<p>Microsoft</p>	<p>N/A</p>	<p>Renewal process begins in 2010</p>

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
MSSP (Middle School Support Program)	Funding at 20 schools supports implementation of strategies that help to meet the developmental needs of adolescents and to improve the school climate. The majority of funding pays for support services for students and families. Activities and program such as counseling, mentoring, extracurricular activities, service learning, life and social skills training, home/school communication, parent involvement and staff development are funded through this program.	Yearly pending student achievement benchmarks are met	City of Seattle; Families and Education Levy (FEL) Programs	N/A	Yearly pending student achievement benchmarks are met
Powerful Choices for the Environment	Powerful Choices for the Environment is an environmental education program that is changing how Washington state's middle school students and their families think about and use natural resources in their daily lives. Environmental education professionals, trained in science education and local resource use, in	8 visits (4 days per semester)	PSE-Puget Sound Energy	N/A	Yearly request

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	cooperation with over 20 local partnering agencies, deliver this hands-on, four-day program. The program is designed to empower 6-8th grade students across the region with the knowledge that their everyday choices do make a difference.				
Powerful Voices	For over a decade, Powerful Voices has been improving the lives of adolescent girls in Seattle through innovative evidence-based programs in public middle schools and in the juvenile justice system. The organization was formed to address issues at their root, by instilling leadership skills, fostering the development of critical thinking, and promoting the individual potential in adolescent girls. Our mission is firmly rooted in our belief that strong girls become strong women.	Yearly, quarterly HOST sessions	Families and Education Levy (FEL) Programs	Women's Funding Alliance Federation of Agencies	Yearly request
Seattle Council PTSA	Seattle Council PTSA (SCPTSA) was established in 1909 as a citywide coalition of local PTAs. Our charge from Washington State PTA is to: Support, coordinate, facilitate, and serve the needs of the local units which are members of	Yearly	N/A	N/A	Yearly

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	<p>that council.</p> <p>SCPTSA Mission: To be a strong, effective voice to promote the health, education and welfare of all children.</p> <p>SCPTSA Goals</p> <ul style="list-style-type: none"> • Empower local units and develop leaders. • Lead the legislative advocacy effort to ensure that local unit voices are heard. • Strengthen the partnership between SCPTSA and Seattle Public Schools • Increase parent involvement through outreach efforts and partnership with the Seattle Public Schools 				
Seattle Pacific University, Nursing Students Project	Nursing students from Seattle Pacific University support health and science education in the classroom with a culminating part of the learning being bringing students to the Seattle Pacific University campus for an on-site university level learning experience.	1x/week for all of Spring quarter	Seattle Pacific University	N/A	Yearly request

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
SNAC (Seattle Nutrition Action Consortium)	SNAC's mission is to improve the health and nutritional well being of limited income families with children in Seattle and King County. SNAC promotes the good taste of healthy food and encourages families to eat meals together.	1x/semester	Seattle Nutrition Action Consortium	N/A	Yearly request
The Dickey Fund	The Dickey Fund supports literacy learning for all students, specifically students not at grade level in reading, by providing funding to develop classroom libraries, teacher professional development, and increase local service learning opportunities for students.	~2x/semester	\$37,000 for the 08-09 school year	N/A	Yearly upon request and interview process
University of Washington, Developmental Pathways Project	<p>The Developmental Pathways Project (DPP) is a research study that is designed to help us understand why some students have good emotional health, while others develop depression and disruptive behavior problems during their middle school years. The goal of the study is to find ways to support middle school students so that they can be healthy and successful.</p> <p>Funding for the Developmental Pathways Project comes from the National Institute of Mental Health, the National Institute of Drug Abuse, and the Nesholm Foundation.</p>	Yearly	University of Washington	National Institute of Mental Health, the National Institute of Drug Abuse, and the Nesholm Foundation	Yearly application process

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
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University of Washington, Medical Mentors	Support students' emotional and physical health development.	Yearly	University of Washington	N/A	Yearly application process
US Japan Foundation	<p>The United States-Japan Foundation offers grants in the areas of pre-college education, communication / public opinion, and US-Japan policy studies. In addition, the Foundation operates the United States-Japan Leadership Program.</p> <p>The United States-Japan Foundation is committed to promoting stronger ties between Americans and Japanese by supporting projects that foster mutual knowledge and education, deepen understanding, create effective channels of communication, and address common concerns in an increasingly interdependent world.</p>	2--year cycle	US Japan Foundation	N/A	Upon 2 nd year of grant, re-application grant process begins
Vertical World	Vertical World–America's First Climbing Gym® provides a unique training facility and specialized programs for youth and adults within our communities. We opened the very first rock climbing gym in America in 1987 on Elliott Ave in Seattle. The gym was no more than rocks glued	Yearly, quarterly HOST sessions	Families and Education Levy (FEL) Programs	N/A	Yearly request process

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	to painted plywood panels. Today, with more advanced facilities, Vertical World accommodates private and public schools, corporate functions, private parties, kids' camps, and a variety of custom group climbing programs.				
Wing-It Productions	<p>Wing-It Productions is a 501(c)3 non-profit organization is dedicated to enlightening, educating and entertaining audiences of all ages by producing theatrical events, which explore theater by utilizing its improvisational roots. Our goal is to create improvisational-based theater and to bring the art of improvisation into the mainstream thought of our everyday culture.</p> <p>Wing-It Productions produces several acclaimed improvisational shows and entertainment events throughout the Northwest.</p>	Yearly, quarterly HOST sessions	Families and Education Levy (FEL) Programs	N/A	Yearly request process
WITS (Writers in the Schools)	Since 1994, Writers in the Schools (WITS) has brought professional writers to public schools to inspire students' understanding of the human	During year-long, 28-day residencies, the writer and teacher(s) work	Seattle Arts and Lectures	The program costs nearly \$20,000 at each school. Schools in will	Yearly application process

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	<p>experience through reading, writing, and performance.</p> <p>WITS writers-in-residence work with teachers to create a curriculum that gives students an entire class each week to create, present, and receive peer feedback on their writing.</p>	<p>together in teaching 3 class hours for 1 day each week. Each residency includes 30+ hours for curriculum planning and evaluation.</p>		<p>contribute ~\$6,000 and Seattle Arts & Lectures (SAL) will commit to raising the remainder of the cost.</p>	
<p>YMCA--CLC (Community Learning Center)</p>	<p>Our Mission: Building a community where all people, especially the young, are encouraged to develop their fullest potential in spirit, mind and body.</p> <ul style="list-style-type: none"> • Provide activities for youth which shape values and encourage lifelong community service • Support and strengthen all families • Encourage and support the development of healthy lifestyles • Provide older adults with opportunities to create healthy and productive lives for themselves and the community • Attract diverse individuals who will work together to create a community 	<p>Yearly</p>	<p>Families and Education Levy (FEL) Programs</p>	<p>N/A</p>	<p>FEL 7-year initiative (1997-2004); Expanded in 2004 through 2011</p>

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	<p>where all participate</p> <p>A community learning center (CLC) is a school by day—and a school by night. It’s also a year-round meeting place, a center for delivering community services, the heart of a neighborhood.</p>				

Note: Please delete or add rows as necessary.