

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Homeschool Resource Center

Cynthia Barrientos

September 19, 2008



## TABLE OF CONTENTS

---

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

### Revision History

Revision Number	Date	Comments
	August 28, 2008	This is the Homeschool Resource Center's initial plan.
Revision 1	November 4, 2008	Added amendment regarding how C-SIP was created on last page
Revision 2	November 5, 2008	Edits by Office of School Improvement
Revision 3	December 10, 2008	C-SIP Peer Reviews
Revision 4	January 7, 2009	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

---

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

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

**Mission:**  
 The Seattle Public Schools Homeschool Resource Center (HRC) is a support center for families choosing to educate their children at home. Recognizing that parents are the primary educators, we provide them access to information, guidance, and resources to assist in their educational endeavors.

**Vision:**  
 Our HRC vision is to create a learning community where families are the focus. Realizing the diversity of the K-12 families being served, the HRC families and staff will hold high expectations for academic and social standards by providing a location to encourage a strong network of family support.

**Theory of Action:**  
 We allow our families who are the primary educators of their children to access a variety of district and state curriculum, provide ongoing academic, civic and organizational support, assess students with multiple measures and create an environment conducive to social networking for students as well as their families from all racial, ethnic and financial backgrounds.

### 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	HRC curriculum options would be more effective when aligned with program-wide academic expectations.	Each teacher creates a curriculum model that benefits the specific students within their classroom or coaching setting in alignment with the integration of family goals with state standards. The HRC is funded under the OSPI Alternative Learning Experience which emphasizes individualized instruction, learning and assessment. We provide students with the opportunity to extend learning beyond the core curriculum by offering Expeditionary Learning, Quarterly Academic Showcases and extensive family involvement.
2	We recognize the necessity for standardizing individualized and program-wide assessment.	Our professional staff will continue to use data to drive academic decision-making for individual and program-wide goals. We will be researching additional assessment tools to include all K-12 students. With this expansion of assessment options, we will have a larger quantity of data with which to make informed individual and program decisions.
3	For the duration of the HRC’s 10 year history, the budget has not been fully	With an adequate budget that matches what other programs around the state receive, the HRC has the potential to attract and serve over double the current enrollment. This would require a facility that better serves the unique academic model, staffing ratios that are determined and implemented well before the

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

## SECTION 1: OVERVIEW

---

Insight	How is this insight addressed in our C-SIP?
funded under any of the budget formulas.	time the budget is due and a different method of determining FTE projections since the peak enrollment period is not October 1, but rather, February 1.

*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
<b>Curriculum</b>	To emphasize maintaining individualized instruction while still closely aligning our program curriculum to district and state standards to facilitate the improvement of 10 <sup>th</sup> Grade math WASL scores.	The HRC will provide curriculum to students and families that aligns with state and district standards as well as supporting 10 <sup>th</sup> Grade math achievement on a quarterly basis through written and online resources documented on the Written Student Learning Plan (WSLP) while maintaining an individualized model.
<b>Assessment</b>	To increase options for standardized assessment that use multiple measures to help guide our decision making process.	The HRC will increase assessment options for families and individuals by research, identification and selection of additional standardized assessment tools for purchase within the 2008-09 academic year, as documented through HRC Guidebook.
<b>Finance</b>	To align annual HRC budget with curriculum, assessment and facility goals, it is essential to review budget allocations for optimal effectiveness.	The HRC will continue to identify and allocate funds provided to ensure appropriate K-12 classes, well trained staff, high level technology support and facility maintenance/upgrades to attract and retain families during the budget cycle timelines of SPS as well as quarterly by HRC Site Council as measured by annual budget tracking reports.

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

## SECTION 1: OVERVIEW

---

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

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

**The first two major areas of focus are aligned with the Strategic Plan under, "Ensure Excellence in Every Classroom" page 14.**

- Regarding curriculum we will be strengthening our teaching in multiple areas of the curriculum with a focus on math and science, particularly at the 10<sup>th</sup> Grade level.
- With assessment we will be researching and developing tools to consistently track student progress and use data to drive improvements.

**The other major area of focus is mentioned in the Strategic Plan where the audit review teams have noted a need for improvement.**

- With finance there is mention of the Weighted Staffing Standards and technology to support the Budget/Staffing process. The HRC continues to work closely with senior staff and the budget team to lobby for adequate funding for this unique program.

### 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?*

The HRC is funded through an OSPI academic option called the Alternative Learning Experience (ALE) W.A.C. 392-121-182. Under this W.A.C. there are three distinctions. The HRC in the category of "Parent Partner Programs". This program allows public schools to enroll students for full FTE funding with families who choose to be the primary educators under the direct supervision of a certificated teacher. Upon enrollment each family completes a Written Student Learning Plan (WSLP) that defines the student's academic goals, resources/strategies and assessment methods for all areas of the curriculum. Students meet with certificated teachers on a weekly basis either through a consult model or in a classroom setting. Families consult with the assigned certificated teacher on a monthly basis and have an in-depth conference to review and modify the WSLP every 8 weeks. Each WSLP is unique to the individual student and states the aligned curriculum with the state EALRs.

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

# 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"> <li>⊙ Our program's Site Council Team (SCT) includes two Teachers that represent grades K-12, our Program Manager, three Parents that represent grades K-12, one Parent who also teaches a class, one Classified staff member, one Community member, and our IT Specialist.</li> <li>⊙ Our SCT leads the ongoing process of comprehensive program review including studying data such as the WASL and classroom-based assessments, and input from staff.</li> </ul>
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>⊙ C-SIP goals/strategies/activities include input from SCT; 4 parents serve on our SCT.</li> <li>⊙ Our C-SIP was presented at two Site Council meetings on 9/09/08 and 10/09/08 and parent input will be included in our ongoing C-SIP refinement.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: OVERVIEW

---

### School Improvement Review, *continued*

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

### 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 made AYP in Spring 2008 in all required areas. We remain in Step 2 for one more year, and if we make AYP again in Spring 2009, we will no longer be 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: Curriculum

**Lead Responsibility:** Teacher Student Learning Plan Team

**S.M.A.R.T. Goal:** The HRC will provide curriculum to students and families that aligns with state and district standards as well as supporting 10<sup>th</sup> Grade math achievement on a quarterly basis through written and online resources documented on the Written Student Learning Plan (WSLP) while maintaining an individualized model.

#### 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>
Research Print Curriculum	<ul style="list-style-type: none"> <li>All K-12 HRC Students</li> </ul>	September 2008	Certificated Teachers & Resource Library Team	In order to properly align the HRC print curriculum to district and state-wide expectations, our Certificated Teachers and Resource Library Team will continue to select, purchase and distribute curriculum for families to access a broad range of materials that address various pedagogical, cultural and academic genres. We will have an emphasis on resources to facilitate academic achievement in math at the 10 <sup>th</sup> grade level.

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Research Online Curriculum	<ul style="list-style-type: none"> <li>• All K-12 HRC Students</li> </ul>	September 2008	Certificated Teachers & Technology Coordinator	In order to properly align the HRC online curriculum to district and state-wide expectations, our Certificated Teachers and Technology Coordinator will continue to select, purchase and distribute curriculum for families to access a broad range of materials that address various pedagogical, cultural and academic genres. We will have an emphasis on resources to facilitate academic achievement in math at the 10 <sup>th</sup> grade level.
Off Site Learning	<ul style="list-style-type: none"> <li>• All K-12 HRC Students</li> </ul>	September 2008	Program Manager & Off Site Teachers	Extending learning beyond the primary campus provides opportunities for families and students to access resources in diverse settings. The HRC is in partnership with the Audubon Society to enhance science and math instruction. Local homeschool groups are also partnering with the HRC to offer instruction in neighborhoods closer to the homes of families. A third academic model, Expeditionary Learning, provides families with the option of exploring local museums, natural habitats, theater, etc.

## 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
WSLP Documentation	All K-12 HRC Students	Certificated Teachers	Identify the ways in which families are aligning their curriculum resources and methods with the state and district standards.
On-Line Enrollment Reports	All K-12 HRC Students	Technology Coordinator	Identify the ways in which families are choosing to access learning through the On-Line model.
Class Rosters	All K-12 HRC Students	Program Manager & Data Registrar	Identify the ways in which families are choosing to access learning through the On and Off-Site Classes.
eSIS Enrollment	Grades 6-12 Expeditionary Learning Students	Expeditionary Learning Teacher	Identify the ways in which families are choosing to access learning through Expeditionary Learning.
Electronic Library System	All K-12 HRC Students	HRC Homeschool Liaisons	Track family use of print curriculum.

## 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>	
SLP Orientation	Certificated Teachers	Tuesday afternoons, at the beginning of each quarter, lasting 1-2 hours.	Review SLP organization and implementation. Discuss individual and family challenges. We will have an emphasis on facilitation of academic achievement in math at the 10 <sup>th</sup> grade level.
Resource Library Training	HRC Homeschool Liaisons	September 2, 4 hours then will remain in contact with Library Services for additional support.	Reviewing skills for utilizing the electronic library tracking system. Continuing inventory for print curriculum and cataloging materials for proper curriculum alignment for staff and families. We will have an emphasis on resources to facilitate academic achievement in math at the 10 <sup>th</sup> grade level.
eSIS/VAX Training	Data Registrar	This professional development is ongoing throughout the year.	Through online, print and electronic correspondence with the eSIS team, the Data Registrar stays current with functions and systems of student tracking.
Education Technologist (ET) Training	Technology Coordinator	Monthly ET meetings at JSCEE, last 2 hours.	Mike Donlin facilitates these monthly sessions where ETs stay current with SPS systems and procedures regarding all technology.

# 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>
SLP Meetings	<ul style="list-style-type: none"> <li>• K-12 Current Families</li> </ul>	Quarterly	Certificated Teachers	Upon enrollment each family completes a Written Student Learning Plan (WSLP) that defines the student's academic goals, resources/strategies and assessment methods for all areas of the curriculum. Students meet with certificated teachers on a weekly basis either through a consult model or in a classroom setting. Families consult with the assigned certificated teacher on a monthly basis and have an in-depth conference to review and modify the WSLP every 8 weeks. Each WSLP is unique to the individual student and states the aligned curriculum with the state EALRs.
Showcases	<ul style="list-style-type: none"> <li>• K-12 Prospective and Current Families</li> </ul>	Quarterly	Showcase Team	Teachers and families join together at the end of each quarter to showcase their academic progress through presentations and performances including theater, art, music, dance, debate and math/science exhibitions.

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
On-line & Print Communications	<ul style="list-style-type: none"> <li>• K-12 Prospective and Current Families</li> </ul>	On-line is ongoing and print is monthly	Technology Coordinator & Program Manager	Our HRC monthly newsletter highlights events as well as protocols for family involvement. The HRC website is continually being updated to reflect the overall academic and social opportunities for families, including general information, student work, course descriptions, schedules and applicable forms.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Assessment

Lead Responsibility:

Assessment Coordinator In Cooperation With HRC Site Council

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

The HRC will increase assessment options for families and individuals by research, identification and selection of additional standardized assessment tools for purchase within the 2008-09 academic year as documented through HRC Guidebook.

### 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>
Research	<ul style="list-style-type: none"> <li>All K-12 HRC Students</li> </ul>	September 1-December 15, 2008	Assessment Coordinator, Special Education Teacher	Assessment Coordinator and Special Education Teacher will systematically research all potential standardized assessment options to align with HRC mission and goals along with state compliance. Assessment Coordinator and Special Education Teacher will ensure that standardized assessment tool selections are not culturally biased.

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Identification	<ul style="list-style-type: none"> <li>• All K-12 HRC Students</li> </ul>	January 2009	Assessment Selection Committee	Assessment Selection Committee will identify 5 potential assessment tools from the collected research pool to align with HRC mission and goals along with state compliance. Assessment Selection Committee will ensure that standardized assessment tool selections are not culturally biased.
Selection	<ul style="list-style-type: none"> <li>• All K-12 HRC Students</li> </ul>	February 2009	Assessment Coordinator & HRC Site Council	Assessment Coordinator & HRC Site Council will select the top tool for budget review cycle to align with HRC mission and goals along with state compliance. Assessment Coordinator and HRC Site Council will ensure that standardized assessment tool selections are not culturally biased.
Purchase	<ul style="list-style-type: none"> <li>• All K-12 HRC Students</li> </ul>	March 2009	Program Manager	Program Manager will implement the HCR Site Council decision through fiscal analysis during the February/March 2009-2010 budget cycle to align with HRC mission and goals along with state compliance. Program Manager will ensure that standardized assessment tool selections are not culturally biased.

## 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
Research Reports	N/A	Assessment Coordinator, Special Education Teacher	Assessment tools will be researched for alignment with HRC mission and goals along with state compliance and top selections will be presented to the Assessment Selection Committee.
Identification Reports	N/A	Assessment Selection Committee	Focusing on the HRC mission and goals, the Assessment Selection Committee will ensure alignment with the 5 identified standardized assessment tools and present these to the HRC Site Council for final approval.
Selection Reports	N/A	Assessment Coordinator & HRC Site Council	Assessment Coordinator & HRC Site Council will select the optimal standardized assessment tool aligning with HRC mission and goals and make the final recommendation to the Program Manager.
2009-2010 Budget Tool	N/A	Program Manager	Program Manager will allocate adequate funds through the 2009-2010 budget process to purchase the selected standardized assessment tool.

## 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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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>	
Professional Networking	Assessment Coordinator, Special Education Teacher	September 1-December 15, 2008	Assessment Coordinator, Special Education Teacher will contact other academic ALE Parent Partner Programs in the state of Washington to survey alternative standardized assessment tools that have been successful in comparable programs with K-12 students.
2009-2010 Budget Tool Training	Program Manager	February 2009	Program manager will participate in the professional development offerings for the budget tool of the moment. Program Manager will not allow any further discussions regarding "rent" deductions for this program ;-)

## 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>
HRC Newsletters	<ul style="list-style-type: none"> <li>• All K-12 HRC Families</li> </ul>	Monthly	Program Manager	Our HRC monthly newsletter highlights events as well as protocols for family involvement. In this media the research reports will be published.
HRC Website	<ul style="list-style-type: none"> <li>• All K-12 HRC Families</li> </ul>	Quarterly	Technology Coordinator	The HRC website is continually being updated to reflect the overall academic and social opportunities for families, including general information, student work, course descriptions, schedules and applicable forms. In this media the research reports will be published.
HRC Site Council	<ul style="list-style-type: none"> <li>• All K-12 HRC Families</li> </ul>	Monthly	HRC Site Council	Ongoing research reports will be presented at the monthly HRC Site Council Meetings.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Finance

Lead Responsibility:

Program Manager

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

The HRC will continue to identify and allocate funds provided to ensure appropriate K-12 classes, well trained staff, high level technology support and facility maintenance/upgrades to attract and retain families during the budget cycle timelines of SPS as well as quarterly by HRC Site Council as measured by annual budget tracking reports.

### 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>
Budget Tracking	<ul style="list-style-type: none"> <li>All K-12 HRC Students</li> </ul>	Monthly	Program Manager	Program Manager will access and review F.A.S.T. budget tracking reports on a monthly basis to ensure instructional effectiveness, current technology implementation and enrollment status. Program Manager will always be mindful of the cultural competence aspects that are woven into all dimensions of the HRC program.

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

### SECTION 2: MAJOR FOCUS AREAS

---

Strategy	Target Students	Timing	Lead	Description
Instructional Effectiveness	<ul style="list-style-type: none"> <li>All K-12 HRC Students</li> </ul>	Daily	Program Manager & Student Learning Plan (SLP) Teachers	Program Manager and Student Learning Plan Teachers will meet weekly to review effectiveness of individual student achievement through independent work as well as in class learning opportunities. Program Manager and SLP Teachers will always be mindful of the cultural competence aspects that are woven into all dimensions of the HRC program.
Current Technology Analysis	<ul style="list-style-type: none"> <li>All K-12 HRC Students</li> </ul>	Monthly	Technology Coordinator & Program Manager	Technology Coordinator & Program Manager will perform ongoing updates of hardware and software to best utilize the power of technology within the classrooms as well as for independent study. Technology Coordinator & Program Manager will ensure that software programs are not culturally biased.
Advertising & Promotion	<ul style="list-style-type: none"> <li>All K-12 HRC Students</li> </ul>	Daily	HRC Recruiter/Liaison	HRC Recruiter/Liaison is available by phone and in person to interview and orient prospective families as well as provide ongoing Homeschool support to enrolled families. HRC Recruiter/Liaison also communicates with local and state Homeschool organizations to keep abreast of current trends, information and policies. This position has a direct link to fiscal well-being by advertising and promoting the HRC to keep the FTE enrollment up to the projected count. HRC Recruiter/Liaison has participated in Cultural Competence sessions to meet the needs of the diverse population of families served by the HRC.

# 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
F.A.S.T. Budget Reports	All K-12 HRC Students	Program Manager	Reports will present fiscal and enrollment data that will drive appropriate decisions regarding the planning and implementation of instructional effectiveness, current technology implementation and enrollment status.
Written Student Learning Plans (WSLP)	All K-12 HRC Students	Student Learning Plan Teachers	Student Learning Plans provide ongoing academic progress information for each K-12 individual student that prompts the certificated teacher to monitor and adjust the learning plan to assure academic achievement.
Seattle Public Schools ET Meeting Reports	All K-12 HRC Students	Technology Coordinator	The reports from these meetings present up to date technology information to drive ongoing professional development for all staff. Also, families benefit from these updates through daily use in the HRC computer lab to access academic resources. Teachers and students benefit through the use of classroom-based technology to integrate directly with the curriculum.

## 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
eSIS Enrollment Reports	All K-12 HRC Students	Data Registrar and Program Manager	Having access to daily enrollment status is an essential element in planning academic resource offerings to families and students. Decisions follow the review of these reports in ways such as adding or removing classes, adjusting staffing FTE and adapt individual student learning plans to reflect appropriate goals.

# 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>	
Budget Tracking	Program Manager	<ul style="list-style-type: none"> <li>• New Budget Tool Training: February 2009</li> <li>• F.A.S.T. Update Sessions: Periodically</li> </ul>	Whenever the newly identified budget tracking tool is implemented, Program Manager will be readily available for training. In addition to mandatory trainings, Program Manager will access other F.A.S.T. sessions to keep abreast of updates.
Instructional Effectiveness	Certificated Teachers	<ul style="list-style-type: none"> <li>• Washington Association for Learning Alternatives (WALA) Conference: November 2008 and March 2009</li> <li>• Cultural Competence Sessions: Monthly at Weekly Staff Meetings</li> <li>• Individual Teacher Professional Development: Periodically</li> </ul>	<ul style="list-style-type: none"> <li>• WALA conferences are designed for staff participating in ALE Parent Partner Programs throughout the state of Washington for academic resources, professional networking, assessment, updates on W.A.C. guidelines.</li> <li>• The importance of keeping Cultural Competence in the forefront of academic learning increases awareness and understanding to best serve the HRC's diverse population of families and learners.</li> <li>• With the HRC serving students ranging in age from 5-21, individual teachers participate in professional development sessions that best align with their subject specialties.</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

---

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Current Technology Analysis	Technology Coordinator	<ul style="list-style-type: none"> <li>• Seattle Public Schools ET Meetings: Monthly.</li> <li>• Staff Technology Trainings: Ongoing.</li> <li>• Technology Coursework: Ongoing</li> </ul>	Technology Coordinator attends monthly ET meetings, facilitates ongoing technology training for HRC staff and keeps abreast of current trends in technology through online classes, journals and college coursework.
Advertising & Promotion	Homeschool Recruiter/Liaison	<ul style="list-style-type: none"> <li>• Online coursework for organizational and professional development: Ongoing</li> <li>• Participates in Technology Trainings through SPS: Ongoing</li> </ul>	Homeschool Recruiter/Liaison participates in ongoing professional development to increase productivity and enrollment. There is a direct correlation between the Homeschool Recruiter/Liaison's training and our increase in FTE.

## 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>
Budget Decision Making	<ul style="list-style-type: none"> <li>• All K-12 HRC Families</li> </ul>	Monthly	HRC Site Council	All K-12 families are invited and encouraged to participate in the monthly HRC Site Council meetings to review budget and make decisions that will ensure the most effective use of the annual allocation.
Budget Awareness	<ul style="list-style-type: none"> <li>• All K-12 HRC Families</li> </ul>	Quarterly	Program Manager	HRC website and monthly newsletters keep families informed of budget decisions that affect academic resources either positively or negatively each year

# 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>
Facility	<ul style="list-style-type: none"> <li>• Because Wilson-Pacific is in dire need, attention in all areas of facility requirements are needed to raise the health and safety regulations.</li> <li>• Strategically align the combination of academic programs sharing a campus with the HRC including the research of potential different location(s).</li> <li>• Advocate for full funding for alternative programs such as the HRC to have comparable resources and facilities in line with other Washington State and SPS programs.</li> </ul>	<p>The HRC will continue to communicate with senior staff the importance of supporting a facility that meets health and safety regulations as well as being aesthetically inviting through email, phone and in-person meetings. These will follow monthly Wilson-Pacific Safety Committee sessions as documented through emails and meeting notes. Continuing conversations regarding potential other locations for the base program as well as “off-site” learning to include programs that academically and philosophically align.</p>

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

### SECTION 3: OTHER AREAS OF FOCUS

---

Other Area of Focus	Goal(s)	Key Strategies
Communication	<ul style="list-style-type: none"> <li>• 90% of HRC families will read and be aware of current activities and policies.</li> <li>• 90% of high school HRC students will know about the details of the SPS graduation requirements.</li> <li>• 100% of HRC teachers will submit course titles and descriptions on or before the due date for publication and availability to families and other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The Program Manager, Data Registrar and Technology Coordinator will work together to expand avenues of communication to families through electronic newsletters, links to websites and the implementation of “School Messenger”.</li> <li>• The creation of a “High School Advisory Team” will facilitate all secondary SLPs to meet monthly with high school students. This will ensure clear and streamlined communications regarding academic achievement and compliance with graduation requirements.</li> <li>• The Program Manager will provide a time, template with samples and guidance for directing all staff to complete course descriptions to be made available to families for academic planning.</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• Research potential partners to increase support and funds for the HRC.</li> </ul>	<ul style="list-style-type: none"> <li>• The HRC Site Council will discuss this goal and create a team who will research businesses and/or institutions that align with the mission of the HRC to increase partnerships that ultimately benefit the academic and fiscal requirements of the HRC.</li> </ul>

## 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
Curriculum	The HRC will provide curriculum to students and families that aligns with state and district standards on a quarterly basis through written and online resources documented on the Written Student Learning Plan (WSLP) while maintaining an individualized model.	\$4074 Textual Materials	Y	HRC Baseline and LAP	None
Assessment	The HRC will increase assessment options for families and individuals by research, identification and selection of additional standardized assessment tools for purchase within the 2008-09 academic year, as documented through HRC Guidebook.	\$1000 Projected for 2009-2010	N	HRC Baseline	None
Finance	The HRC will continue to identify and allocate funds provided to ensure appropriate K-12 classes, well trained staff, high level technology support and facility maintenance/upgrades to attract and retain families during the budget cycle timelines of SPS as well as quarterly by HRC Site Council as measured by annual budget tracking reports.	N/A	N	N/A	None
Facility	The HRC will continue to communicate with senior staff the importance of supporting a facility that meets health and safety regulations as well as being aesthetically inviting through email, phone	N/A	N	N/A	None

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 4: 2008-10 Key Budget Information**

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
	and in-person meetings. These will follow monthly Wilson-Pacific Safety Committee sessions as documented through emails and meeting notes. Continuing conversations regarding potential other locations for the base program as well as “off-site” learning to include programs that academically and philosophically align.				
Communication	<ul style="list-style-type: none"> <li>The Program Manager, Data Registrar and Technology Coordinator will work together to expand avenues of communication to families through electronic newsletters, links to websites and the implementation of “School Messenger”.</li> <li>The creation of a “High School Advisory Team” will facilitate all secondary SLPs to meet monthly with high school students. This will ensure clear and streamlined communications regarding academic achievement and compliance with graduation requirements.</li> <li>The Program Manager will provide a time, template with samples and guidance for directing all staff to complete course descriptions to be made available to families for academic</li> </ul>	<p>\$7651 Stipends</p> <p>\$200 Advertising</p>	Y	HRC Baseline	None

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 4: 2008-10 Key Budget Information**

---

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
	planning.				
Partnership	<ul style="list-style-type: none"> <li>The HRC Site Council will discuss this goal and create a team who will research businesses and/or institutions that align with the mission of the HRC to increase partnerships that ultimately benefit the academic and fiscal requirements of the HRC.</li> </ul>	N/A	N	N/A	None

## 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
Washington Homeschool Organization (W.H.O.)	Washington Homeschool Organization serves independent homeschoolers throughout the state. We refer families to this organization for community resources and academic and social networking possibilities.	Ongoing	None	None	10 years
Seattle Area Homeschool Cooperatives	A number of the HRC families are also affiliated with their neighborhood Homeschool cooperative which benefits the HRC by families recommending our program to otherwise independent homeschoolers.	Ongoing	None	None	10 years
Family Academy	This privately funded academic option is a resource to some HRC families. This program offers academic updates for work accomplished through them.	Quarterly	None	None	8 years
Digital Learning Commons	Online resources are available for students who wish to work independently, at their own pace and in any location with Internet access.	Ongoing	None	None	3 years
Traditional Seattle Public Schools (SPS)	We facilitate dual enrollment for students who choose to access part time academic options through traditional schools within SPS.	Ongoing	None	None	10 years
Audubon Society	This organization is providing educational space, resources and supplies to facilitate the HRC's off site learning model.	September 2008	None	None	Starting 2008-09