

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year



Ingraham High School

Martin Floe

September 17, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 12, 2008	Edits by Office of School Improvement
Revision 2	January 7, 2009	Edits by Office of School Improvement
Revision 3	January 30, 2009	C-SIP Peer Reviews

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.

Ingraham High School Mission Statement: To empower multiethnic urban youth to participate fully in post high school training, the world of work, and society in order to become productive responsible citizens in our local and global community.

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	Based on our 2008 WASL results, 23% of our students did not pass the Reading WASL.	We have set a SMART goal that focuses on Reading scores. We will provide specific curriculum changes as outlined in the C-SIP
2	Based on our 2008 WASL results, 51% of our students did not pass the Math WASL.	We have set a SMART goal that focuses on students who have shown deficiencies in prior WASL scores. Ingraham will provide additional math support through an after school math lab and math support classes during the day.
3	Based on our comprehensive school report our 9 th grade truancy rate went up 6.4 percentage points from 2006-2007.	Research has demonstrated that attendance is an important factor in student success. We have set a SMART goal and strategies to help support the truant student.

Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Math	Ingraham Students continue to perform lower in Mathematics on the WASL than in Reading and writing. The scores went down 1 percentage point from 2007.	<ul style="list-style-type: none"> 80% of all students will be at grade level by their 10th grade year as per the new state math standards. Students who pass the Math WASL will increase by 8 percentage points annually
Reading	While the current trends are improving, our WASL Reading scores are 3 percentage points below the district average	The 10 th grade WASL scores will improve by 5 percentage points between 2008- 2009.
Participation in Advanced Programs	Several Demographic groups are under-represented in our Advanced Classes.	Participation in IB for 11 th graders will increase from 46% to 50% by June 2009. Participation in IB for 12 th graders will increase from 33% to 40% by June 2009. Participation in advanced classes will increase by 15% for ELL, IEP students

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>Ingraham’s school plan addresses the following strategic plan goals: Over the next five years, we will work to ensure that:</p> <ol style="list-style-type: none"> 40 % of our students will be taking an AP/IB exam 95% of our students exceeding standard in the reading WASL 90% of 9th graders will earn at least five credits.
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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?

Ingraham Staff continue to address the issue of equity for all. Our C-SIP strives to address the needs of traditionally underserved populations as well as IEP and ELL students.
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2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our Building Leadership Team (BLT) includes nine members: Five Teacher representatives (Science, ELL, Special Ed, Social Studies, and Family & Consumer Science Education), one Counselor, two Classified (Administrative Secretary and Bilingual IA), and Principal. They reviewed and revised the C-SIP document on October 1, 2008. • Our Instructional Council (IC) has 20 members: Principal, two Counselors, Department Heads (World Language, Special Ed, Art, Family & Consumer Science Education, Music/Drama, Technology, Social Studies, PE, Math, LA), and two Classified staff (Fiscal Specialist, Administrative Secretary). They reviewed and revised the C-SIP document on October 15, 2008. • Our BLT and IC leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT and IC. We are seeking a parent representative on the BLT. More volunteers are always welcome. Members of the BLT attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning. • C-SIP presented at the PTSA Meeting on November 3, 2008 at their monthly PTSA meeting and input will be included in C-SIP.
	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.

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

SECTION 1: OVERVIEW

	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.
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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 Math (All, Black, Limited English, and Special Education) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 5.

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: Reading

Lead Responsibility:

Administration / LA Dept Head

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

The 10th grade WASL scores will improve by 5 percentage points between 2008- 2009 for 10th grade students

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>
Provide a full time – Read 180 / Reading Specialist	<ul style="list-style-type: none"> 9th Grade and 10th grade students who scored 1 or 2 on the 7th grade WASL 	2008-2009 school year	WASL Deans Read 180 Teacher	Read 180 provides instruction tailored to each student and is designed to improve reading skills
Common texts used throughout LA classes to allow for consistency of experience.	<ul style="list-style-type: none"> All 	2008-2009 school year	LA Dept Head	Using common texts (novel, plays, poetry, etc) in both honors and regular level classes increases the quality of instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of NUA strategies	<ul style="list-style-type: none"> Lower performing 9th and 10th grade students 	2008-2009 school year	LA Dept Head	NUA strategies (including mapping and guided reading) give students effective strategies for accessing text.
Use of Data teams to guide and inform instruction	<ul style="list-style-type: none"> ALL 	2008-2009	Dept Head and Staff	Data teams will analyze and synthesize data in order to determine need for increased instruction.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
READ 180 SRI scores	Read 180 student 2 times a semester	READ 180 Specialist	Students who under perform on the SRI will be assigned READ 180 1 st and 2 nd semester
PSAT Results	9 th , 10 th , 11 th grade students – 1 time/year	Counseling Office	PSAT results will be used to provide targeted assistance to specific deficiencies as identified by the test. Teacher to provide pre and post WASL practice tests to gauge progress.
In class WASL Pre-Assessments	9 th , 10 th grades – several times a semester	Classroom Teacher	Teachers (led by LA teachers) will give WASL pre-assessment in order to identify students in need of support in reading and to inform curriculum.

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>	
NUA Trained teachers to provide in service	ALL Staff	Two times per year	Many of our staff are NUA veterans who have expressed a desire to train others.
Department level Data Teams	ALL Teaching Staff	Once a month / all year	Departments will work with data to inform and improve individual instruction.

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Use of the Source	• All Families	Throughout the school year	Administration	Faculty will provide up to date data on student success and attendance.
Provide PSAT scores to families	• ALL Families	Throughout the school year	Administration	PSAT scores will give parents vital information on their student's reading progress.
Communicate Reading goals and strategies with parents	Throughout the school year	Administration	Admin / PTSA	Parents will be kept abreast of classroom goals and strategies.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Participation in Advanced Programs

Lead Responsibility: Administration / Dept Heads / IB Coordinator

S.M.A.R.T. Goal: Participation in IB for 11th graders will increase from 46% to 50% by June 2009.
 Participation in IB for 12th graders will increase from 33% to 40% by June 2009.
 Participation in advanced classes will increase by 15% for ELL, IEP students by June 2009
 Advanced classes for ELL and IEP to be defined as regular program or IB classes.
 Advanced classes for CTE students to include advanced auto, advanced programming, etc

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>
Use of PSAT results to identify academically prepared students	<ul style="list-style-type: none"> • ALL 	2008-2009	Counseling Office	Test scores will be used to identify students who demonstrate preparedness for either specific advanced courses or a full range of advanced courses. This will help counselors and teachers advise students about courses for which they are prepared and will have a greater chance of success.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Aligning Curriculum of 9 th and 10 th grade classes with the 11 th and 12 th grade IB classes.	<ul style="list-style-type: none"> • Pre -IB students 	2008-2009	Dept Heads	The focus will be more on skills & strategies rather than content. Teachers will work towards a vertical sequencing for developing skills that are necessary for success in advanced courses as well as using instructional strategies expected in advanced courses.
Alignment of materials between honors and regular classes.	<ul style="list-style-type: none"> • Non IB students 	2008-2009	Dept Heads	Where appropriate, core subjects will promote the use of common materials and content between advanced and regular courses. This will ease the transition of students into advanced courses.
Individual Counseling students of under represented groups	<ul style="list-style-type: none"> • Underrepresented groups 	2008-2009	IB Coordinator	Teachers who teach in both regular and advanced courses are able to identify and encourage students of under-represented populations to take specific advanced courses. This is especially successful when the course in question is taught by the teacher students have an established and trusted relationship.
Tutoring after school for students who need additional support	<ul style="list-style-type: none"> • Students interested in IB 	2008-2009	WASL Dean	Often students do not choose advanced courses due to the level of homework involved. This strategy addresses issues of academic preparedness as well as providing the space, time, and support for working on homework several days a week.

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>
Completion of IB Census data	Once a year	IB Coordinator	We will use the census to gauge effectiveness of strategies and adjust accordingly
Pre-registration Survey	10 th grader Once a year	IB Coordinator	Results of the survey will be used to counsel students into appropriate IB or advanced classes.

Note: Please delete or add rows as necessary

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Provide IB training for Regular Ed teachers	Regular Ed teacher	Ongoing Two or more teachers a year (as department and program needs dictate).	IB training will provide teachers with an understanding of what is expected of IB students. Material and strategies can be used in regular courses and help close the gap between regular and advanced courses. This will ease the transition to and increase the success of students moving into advanced courses for the first time.

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>
IB Information Night	<ul style="list-style-type: none"> • 8th grade families 	2008-2009	IB Coordinator	We will conduct IB information nights to promote the program to public and private school students.
IB Promotion in early mailings to parents	<ul style="list-style-type: none"> • All 	2008-2009	IB Coordinator	

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Math

Lead Responsibility:	Math Dept / Administration
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S.M.A.R.T. Goal:	<ul style="list-style-type: none"> • 80% of all students will be at grade level by their 10th grade year as per the new state math standards. • Students who pass the Math WASL will increase by 8 percentage points annually
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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>
After school tutoring with certificated WASL Math Specialist	<ul style="list-style-type: none"> • Students with a score of 1 or 2 on the 8th grade WASL / Teacher recommendation 	2008-2009	WASL Deans	After school tutoring will be available in the library for students who need math help. Students identified as needing extra instruction will be offered incentives for attendance. The tutor will keep a record of students who attend and will notify teachers.
Team taught Math lab to bring students up to new State standards	<ul style="list-style-type: none"> • Students recommended by middle school staff 	2008-2009	Math Dept Head	Students identified as needing basic skills improvement and or additional attention to improve their mathematics performance will be assigned to the team taught math class with student/teacher ratio below 17:1. Teachers will work together to identify content areas that need improvement as well as work to improve students' study and classroom habits, note taking and organization.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Alignment of course curriculum and assessments laterally and vertically within the Math Dept.	<ul style="list-style-type: none"> • ALL 	2008-2009	Dept Head	The math department will work to align curriculum and to develop school-wide end of term exams for each course for each semester to ensure students readiness for successive courses.
Early identification of struggling Math students	<ul style="list-style-type: none"> • Students who earn a "D" or "E" at the 5th week point 	2008-2009	Math Teachers	All math teachers will identify students' who are struggling to succeed in their math classes. Students earning a "D" or "E" at the five week point will be encouraged to attend after school tutoring and teachers will continue to monitor progress. If a student continues to perform below standard, intervention will follow.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Assessment of basic skills using pre and post assessments	All students in Int 1 and Int 2 and Math lab Each semester.	Math Department	Teachers will use the data to inform instruction.
District generated course exams	Int 1,2,3 students two times per year	Math Department	Teachers will examine online results to modify instruction of areas of weakness
WASL tests	Once/ in the 10 th grade year.	Counseling Office	WASL results will be used to determine interventions listed.

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>	
Rich Problem Workshops	Math Department	PD provided by Art Mabbott Four times yearly	Teachers to explore and implement the pedagogy of higher level thinking
			Teachers will learn IB methodology and international standards

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Inform parents of available safety nets	• ALL	2008-2009	Administration	Parents of at-risk students will be informed of the available safety nets via phone, mail and face to face communications.

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>
<p><u>Attendance</u> 9th grade truancy rates increased from 2006-2007. Between 2007-2008. The student climate survey suggests that the average days missed in a month went up to .6 days.</p>	<p>9th grade attendance will improve by 4 % by June 2009</p>	<p>Parent notification will be improved through daily use of the automated caller. Security personnel will station themselves at the periphery during "High Skip" times. Truancy paperwork will be filed for students with sub standard attendance. Staff will call home for consistently absent or tardy students.</p>

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
Reading	Read 180	\$74,000	Y	LAP	NA
Reading	Common Texts	\$12,000	Y	Baseline	NA
Reading	PSAT		Y	District	NA
Participation in Advanced Programs	PSAT		Y	District	NA
Participation in Advanced Programs	Tutoring	\$5,000	Y	LAP / Baseline	NA
Participation in Advanced Programs	IB Training	\$5,000	Y	Baseline	NA
Math	Tutoring	\$5,000	Y	LAP / Baseline	NA
	All other strategies are budget neutral				

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
Public Health Seattle- King County	School Based Health Centers address non-academic barriers to learning through the on-site provision of adolescent- focused primary health and mental health care.	Operating hours of the school with some before and after school services	<ul style="list-style-type: none"> • Family and Education Levy Funds • Sponsor Contribution • Patient Generated • Other Revenue 	Approximately \$300,000 (\$200 K FEL and \$100K other)	2004- present

Note: Please delete or add rows as necessary