

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Meany Middle School

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September 1, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 7, 2008	Edits by Office of School Improvement
Revision 2	December 10, 2008	C-SIP Peer Reviews
Revision 3	January 7, 2009	Edits by Office of School Improvement
Revision 4	January 15, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

Special Note about Transformation: If Seattle's School Board votes to relocate and/or significantly change our school's program, there will be at least one meeting held by 6/30/09 for school, staff, parents, and community to discuss the transition and provide input on how to make the transition as beneficial as possible for the students and adults involved.

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

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

Mission: It is the mission of Meany Middle School to create an inclusive academic environment where students will be transformed by their experiences as readers, writers, and problem solvers into successful, creative individuals who are prepared for high school and an active role as productive global citizens.

To accomplish this mission we will:

- Create a safe, disciplined and compassionate learning environment.
- Celebrate diversity and the culture of all learners in our community.
- Teach in a way that challenges students to develop a deeper understanding of concepts and ideas in order for them to meet and exceed academic standards.
- Infuse the arts and technology in our teaching and learning.
- Provide service learning opportunities for our students that teach them how to positively and effectively impact their community.
- Provide Advanced Learning Opportunities for every student.
- Form and maintain partnerships with parents, guardians and community organizations that support the academic, social and emotional success of our students.

Vision:

Every student:

- Culturally Competent
- Lifelong Learners
- Academically challenged
- Socially conscious
- Serving their community

Every staff member:

- Committed to
- Learning and Teaching
- Accountable for ALL

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

SECTION 1: OVERVIEW

- Students
- Succeeding

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	Over 50% of our students scored a level one in math on the most recent WASL	We have created a S.M.A.R.T. goal to address this concern. We have students participating in after school math programs, math focused advisory classes, in-school tutoring, and double-dose ELL math classes.
2	Over 50% of our students have issues with attendance and truancy	We have created a S.M.A.R.T. goal to address this concern. We have implemented targeted intervention strategies that are tracked and case managed by our student support team. We have restored instructional time by reducing the number of Pd early release days and have created incentives for increased attendance.
3	Reading scores in the 6 th and 7 th grade decreased slightly this year. We had an increase at the 8 th grade level.	We have created a S.M.A.R.T. goal to address this concern. All students receive direct reading instruction through Columbia Teachers College Readers Workshop one period everyday for the entire year.

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	We are committed to raising our achievement in the area of math, particularly among our students of color.	Move 15% of level one students to level two, 15% from level two to level three and 15% of level three students to level four as measured by the 2009 WASL
Reading/Writing	We have seen significant growth at 7 th and 8 th grades in the area of Reading and Writing and want to continue the momentum to raise achievement for our 6 th grade students as well.	Move 15% of level one students to level two, 15% from level two to level three and 15% of level three students to level four as measured by the 2009 WASL.
Student Intervention/Attendance	Over 50% of our students have issues with attendance and truancy.	75% of students will have fewer than the equivalent of six unexcused school day absences by June 2009.

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.

Our plan supports the District's plan to bring all seventh grade students to a passing rate of 80% in the area of math over the next five years.

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?

Incorporating High Leverage Moves into instruction across content areas, including special education, ELL and electives. Our learning walks and evaluations are focused around teachers embedding these moves in their daily instruction.

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"> • Meany Middle School staff members on the BLT include 6 Teachers Grades 6-8, 1 ELL Teacher, 2 Special Education Teachers, 2 Counselors, 1 Librarian, 1 Administrative Secretary, and 1 Principal. • 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:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; 2 parents (PTA President and Vice President) have participated in BLT and C-SIP planning at this time. More volunteers are always welcome. Members of the BLT attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning. • Our C-SIP was presented at PTA Meeting September 16, 2008 and their input will be included in our ongoing C-SIP refinement. We also reviewed out goals at the ELL WASL night on October 2, 2008.
	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
<i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?	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"> • 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 (All, Black, Limited English, Special Education, Low Income), 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 4.

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: Math Coach, Math Teachers, Math Subject Area Specialist, Assistant Principal

S.M.A.R.T. Goal: Move 15% of level one students to level two in all grades, move 15% of level two students to level three in all grades, and move 15% of level three students to level four in all grades as measured by the 2009 WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Identify level one and level two students to participate in a required after school math intervention (Navigator)	<ul style="list-style-type: none"> Level One and Two Students 	Department will meet twice monthly to review student data.	Math Department, math coach, Navigator teachers, House administrator	Students will participate in an after school math program (Navigator) twice a week beginning the first week in October. Students were identified based upon their math WASL scores and recommendations by the math teachers.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Include a double dose ELL math class in the daily schedule which includes math vocabulary and basic skills; students would continue to take the general math class	<ul style="list-style-type: none"> • ELL Students 	Classes will be held all school year	ELL and math departments	Targeted ELL students will receive a double dose math class based upon assessments in both math and language skills. This class is in addition to the general education math class where students receive training in CMP2.
Continue honors math classes or Advanced Learning Opportunities (ALO) at each grade level	<ul style="list-style-type: none"> • Level three and four students 	Classes will be held all school year	Math department and math coach	We have designed a planning matrix for the development of ALO's in all content areas, based on the Pathways to Understanding model focused around Big Ideas and Essential Questions. We have also established an ALO Parent advisory board to work with our Building Leadership Instructional team to assure consistency and clear communication in the ALO process.
Continue after school Algebra-thon	<ul style="list-style-type: none"> • Level three and four students 	Algebra-thon will take place after school beginning in October and	7 th grade math teacher	Extended day math instruction. Target students will be assigned to after school Algebra to enrich the development of algebraic concepts for our level three and four students.
Use advisory time to assist struggling math students using CMP2 and Success Maker	<ul style="list-style-type: none"> • Level two students 	Classes will be held all school year	Math Teachers	Targeted level two students will be placed in an advisory class taught by our math instructors to provide an opportunity for re-teaching and one on one intervention.

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>
EduSoft	All students, four times a school year	Math teachers, math coach	Teachers will use assessments to identify specific skills students need instruction in and will use this information in their data teams and departments to develop instructional plans.
School Turnaround	All students, three times a school year	Math teachers, math coach	Teachers will use assessments to identify specific skills students need instruction in and will use this information in their data teams and departments to develop instructional plans.
Navigator Pre/Post Assessments	After school Navigator students, once a unit	Navigator teachers, House Administrator	Teachers will use assessments to identify specific skills students need instruction in and will use this information in their data teams and departments to develop instructional plans.

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>	
Studio Class	Math Teachers, math coach, Assistant Principal	Four times a year, two full school days	District Sponsored CMP2 PD Days
Data Teams	Math Teachers, math coach, administration	Two times a month, one hour after school	Math teachers will be examining data from pre and post test, Brigance assessments, quizzes, informal assessments and school turn around data to design targeted interventions to address student deficits.

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>
Family Math Night	<ul style="list-style-type: none"> All students, ELL families 	Twice a year	Math Department, ELL Department	A joint venture between math department and PTSA to inform and educate parents/guardians how to best support their student in the area of math.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading/Writing

Lead Responsibility:

Reading/Writing Teachers, Literacy Coach, Principal

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

Move 15% of level one students to level two, 15% from level two to level three and 15% of level three students to level four as measured by the 2009 WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Identify students to participate in pull out school day tutoring	<ul style="list-style-type: none"> Level One and Two students 	September and October, as needed	Reading/Writing teachers, literacy coach	Humanities teachers complete referrals on students requiring more support in reading and writing to work with Washington Reading Corp tutors.
Implement reading incentive programs across grade levels	<ul style="list-style-type: none"> All students 	Year round	Grade level teams, Humanities department	All school reading grade level reading challenge, Principal's reading challenge.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Focused instruction on extended response and short answer reading comprehension	<ul style="list-style-type: none"> Level two and three students 	Year round	Reading teachers, literacy coach	Using school turnaround data to target students and inform instructional strategies for those students.
Focus on phonemic awareness for level one students	<ul style="list-style-type: none"> Level one students 	Year round	Literacy Coach, Reading teachers	Identify students in need of targeted phonemic instruction. Provide students with direct phonemic instruction.
All students will participate in readers and writers workshop strategies daily	<ul style="list-style-type: none"> All students 	Year Round	Reading/Writing teachers, literacy coach	School-wide implementation of Reader's/Writer's workshop. Work with coaches from Columbia Teacher's College.

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>
Readers/Writers Workshop Quick Assessments	All students, three times a school year	Reading/Writing Teachers, literacy coach	Teachers will use assessments to identify specific skills students need instruction in and will use this information in their data teams and departments to develop instructional plans.

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
School Turnaround	All students, three times a school year	Reading/Writing Teachers, literacy coach	Teachers will use assessments to identify specific skills students need instruction in and will use this information in their data teams and departments to develop instructional plans.

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>	
Readers/Writers Workshop training	All Reading and Writing Teachers, Literacy coach, librarian, administration	Year Round, on professional development days in addition to district sponsored sub release days	District sponsored PD days
Data Teams	Reading/Writing teachers, literacy coach, administration	Two times per month, one hour after school	Departments meet to review students work and data and develop instructional plans according to the findings

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>
Parent/Student Teacher Conferences	<ul style="list-style-type: none"> • All Families 	Year Round	Admin, Literacy Coach, Humanities teacher	Conferences focused around student performance in reading and writing.
Jaguar Arts Festival	<ul style="list-style-type: none"> • All Families 	May	PTSA, Arts Coach, Admin, BLT	School-wide Arts Celebration infusing art with core content areas. Focus on literary arts is key.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Student Intervention/Attendance

Lead Responsibility: Administration, Team Leaders, Attendance Secretaries, Counselors, ASB

S.M.A.R.T. Goal: 75% of students will have fewer than the equivalent of six unexcused school day absences by June 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Identify students with chronic absences and begin focused interventions and SIT referrals	<ul style="list-style-type: none"> Students of Concern 	October and November	Attendance secretary, counselors, team leaders, administration, Student Support Team	Targeted students will be assigned a case manager from the student support team to monitor interventions and encourage student attendance and participation. Grade level team leaders will work with SST to provide wrap around support to these students.
Offer an all school breakfast	<ul style="list-style-type: none"> All students 	Monthly	Lunchroom, administration	Incentive free breakfast to encourage on time behavior.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement grade level attendance challenge	<ul style="list-style-type: none"> All students 	Quarterly	Grade Level Teams	Teacher and student incentives for grade levels with best attendance percentage.
Create positive incentives for students who attend consistently (school dances, etc)	<ul style="list-style-type: none"> On time students 	Quarterly	Grade Level Teams, Attendance secretary	Students with consistent attendance and/or improved attendance will receive free admission to school events.

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>
eSIS data	All students, quarterly	Attendance secretary, team leaders, administration	Weekly attendance reports will be provided to SST and Grade level teams to support student attendance 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>	
CRPD	All staff	Monthly PD session around supporting students with attendance difficulties.	Book study of Dr. Bireda's work and research around cultural approaches and concepts of time management.

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>
Attendance Celebrations	<ul style="list-style-type: none"> • Students of Concerns 	Year-round	Admin, Grade level teams, SST	Celebrations for families of student that improve attendance and on time behavior.

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>
Science	Move 15% of level one students to level two and 15% from level two to level three as measured by the 2009 WASL.	<ul style="list-style-type: none"> • Identify specific parts of scientific method for focused instruction at each grade level • Writing and implementing WASL prompts
School-wide discipline	Decrease student discipline referrals and suspensions for students of color to a level of 1.0	<ul style="list-style-type: none"> • Discipline matrix with common language • Meany 5 –student behavior expectations • E-referrals • Students of Concern matrix
High Leverage Moves	Implement High Leverage Moves across all content areas.	<ul style="list-style-type: none"> • Learning Walk feedback based on High Leverage Moves • PGE/Coaching plans designed around HLM's.
Technology	Continue the implementation of the infusion of technology across content and elective areas, special ed. And ELL.	<ul style="list-style-type: none"> • Support and training from Building Ed. Tech • Grants supporting use of technology. • Open up second computer lab for student use.
Arts	To infuse the Arts across all content areas.	<ul style="list-style-type: none"> • Full time Arts Coach in building to support all staff. • PTSA sponsored and supported Arts Fest. • Grant supporting Artist in Residence.

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	<ul style="list-style-type: none"> • LAP – Provides reduced class sizes in 7th grade math and math focused advisory classes 	<ul style="list-style-type: none"> • \$45,000 	Y	<ul style="list-style-type: none"> • LAP 	
	<ul style="list-style-type: none"> • After school Navigator Classes 	<ul style="list-style-type: none"> • \$35,000 	Y	<ul style="list-style-type: none"> • MSSP 	
Reading/Writing	<ul style="list-style-type: none"> • Readers and Writers Workshop 	<ul style="list-style-type: none"> • Sub Release Days 	Y	<ul style="list-style-type: none"> • Central Office 	
	<ul style="list-style-type: none"> • Literacy Coach 	<ul style="list-style-type: none"> • \$85,000 	Y	<ul style="list-style-type: none"> • Nesholm Family Foundation 	
	<ul style="list-style-type: none"> • Readers/Writers Workshop Consultant 	<ul style="list-style-type: none"> • \$5,000 	Y	<ul style="list-style-type: none"> • OSPI School Improvement Grant 	
Attendance	Incentive Programs	\$1,000	Y	<ul style="list-style-type: none"> • Baseline Budget – Teams 	
			Y	<ul style="list-style-type: none"> • ASB 	

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
Solid Ground Washington Reading Corps	Year 2/2, Receiving 1 AmeriCorps VISTA and 2 AmeriCorps members to assist with literacy academic achievement	School Year			2 Years
YMCA Community Learning Center	Community Learning Center in partnership with the YMCA	School Year		Grants	8 Years
TreeHouse	Full time TreeHouse Educator on site, in the past it has been part time	School Year			
Service Learning Seattle	Assistance with service learning activity development and implementation	School Year			8 years
Girl Scouts of Western Washington	2 program staff on site instructing personal growth class	School Year			First Year
United Way of King County	Day of Caring Service Events	September			3 years
Nesholm Family Foundation	Provides funding for literacy coach, SMH counselor, House Administrator	School Year	\$180,000	Foundation	
CRU Institute	Peer Mediation training and support	School Year	\$3,000	OSPI School Improvement Grant	

Note: Please delete or add rows as necessary