

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Middle College High School
Dr. John German, Principal
September 29, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 6, 2008	Edits by Office of School Improvement
Revision 2	January 7, 2009	Edits by Office of School Improvement
Revision 3	January 23, 2009	C-SIP Peer Reviews

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

SECTION 1: OVERVIEW

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

Middle College High School serves an urban, culturally diverse student population and potential first-generation college students. Middle College maintains strong ties with its college partners and communities. The curriculum prepares students to meet district standards and achieve students’ post-high school goals. Our small sites provide a low student to teacher ratio, a unique learning culture and engagement in critical pedagogy.

What have we learned from our data?

Insight		How is this insight addressed in our C-SIP
1	District data does not reflect all the information we need to appreciate how our school/students are progressing.	Devise more specific appropriate data that would better serve MCHS assessment and planning needs.
2	District data does not include the number of students who take the SAT.	SPS District Assessment Director has contacted College Board to correct problem. Meanwhile we will monitor more closely the SAT data on MCHS
3	Use the data to ascertain more accurate drop-out and graduation rates.	Keep up to date alternative assessment tools
4	Use data to drive review and revision of curriculum	All staff institute meetings in August and BLT quarterly meetings to discuss review and revision

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
Increase Graduation Rates for students meeting 4 year college requirements	To assist students who have been unsuccessful in comprehensive school environments to succeed in alternative school opportunities.	10% increase in MC graduates meeting credit requirements for 4-year colleges as measured by their acceptance to 4 year colleges after high school graduation.
Assessments Drive Curriculum	Sharing of curriculum strategies and methods help to ensure that students are getting the best practice instruction and areas of concerns are revised through teacher collaboration. This leads to stronger, more successful learning.	At the annual MC institute meeting in August, staff will review MC data using compass, SRI, WASL and pre & post math assessments with aim to revise curriculum in reading, writing and math to improve student scores by 30% in all these targeted subject areas.
WASL Standards	MCHS students need Pathways support to meet WASL grad requirements.	MC graduates who meet WASL standards will increase by 10%.
Reading & Writing	Student initial reading & writing indicators prescribe the design of reading & writing instruction.	Increase student's writing & reading ability to college level standards by 10% as measured by compass test for entry into community college English 101 and 4 year college placement in English 101 or above.
Attendance	Many of our students' past problems in achieving school success because of poor attendance	Improve attendance rate by 20%

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?

MCHS is especially important to the District's strategic plan for high schools. First, MCHS works with students who may be in danger of dropping out of high school. This increases both the 4-year and 5-year graduation rates. Second, MCHS has proved that it prepares students to meet high school credit requirements for 4 year college and assists and supports students in other post-high school goals.

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

- Implementation of school-wide professional development: MCHS Teachers' Institute; National Middle College Consortium Conference
- Application of research-based theory on education of diverse, urban young adults
- Increase the level of academic praxis in core subject areas

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • <u>Accreditation Committee</u>: 4 Certificated Teachers (one from each of the four sites @ UW, SSCC, Indian Heritage, Northgate Mall), Counselor, Special Ed Teacher, and Principal; <u>C-SIP Committee</u>: 4 Certificated Teachers (one from each of the four sites @ UW, SSCC, Indian Heritage, Northgate Mall), Counselor, Special Ed Teacher, Principal and 4 Classified staff (One Administrative Assistant from each site); and our school's <u>Building Leadership Team (BLT)</u>: Composed of the Accreditation Committee, C-SIP Committee and all other Certificated Teachers from the four different sites plus four Classified staff (one from each site). • 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. In the future, there will be one or more parents who will review and give feedback for our C-SIP plan. Their feedback will be incorporated into C-SIP and BLT planning. • Our C-Sip was presented to the BLT which usually meets three times quarterly. The Accreditation Committee met on August 25, 2008; the Accreditation Committee + C-SIP Committee jointly met on August 26 and 27, 2008, and September 8, 9 and 10, 2008). The BLT met August 26 and 27, 2008 and will be meeting November 7 and December 3, 2008. Their input will be included in our ongoing C-SIP refinement.
	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

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

SECTION 1: OVERVIEW

		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"> • 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 Participation Goal (All) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 1.

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: Increase Graduation Rates for students meeting 4 year college requirements

Lead Responsibility:	Teachers, Counselor, Principal
S.M.A.R.T. Goal:	10% increase in MC graduates meeting credit requirements for 4-year colleges as measured by their acceptance to 4 year colleges after high school graduation.

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

Strategy	Target Students	Timing	Lead	Description
Closely monitor students progress toward meeting graduation requirements	<ul style="list-style-type: none"> • All students 	Year around	Teachers, counselor, principal	Increase in time spent in advisory and advising with students so students become aware of what is required for them to graduate as soon as possible.
Monitor and individualize students' schedules to increase graduate meeting high school credit requirement for 4 year college	<ul style="list-style-type: none"> • All students 	Year around	Teachers, counselor	Identify student curriculum needs that will result in meeting requirements for 4 year colleges make these courses available for students within the MC student schedules.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Students transcripts: GPA & credits	All students	Teachers; counselor	Increase students ability and knowledge t to understand their transcripts and graduation requirements for their diplomas and for 4-year college admissions requirements
Six formal assessment of student progress: progress/grading periods	All students mid-trimester; trimester grading	Teachers	Increase students self responsibility by addressing issues of accountability with teachers during advisory and college prep classes
Informal advising on credit/grade progress	All students: daily advisory; weekly conferencing	Teachers	Increase individual student's conferences with teachers and counselor.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Teachers' Institute	All staff	Beginning of Autumn Trimester: 3 days	Institute articulates mission, beliefs, teaching strategies and shares teaching praxis for assessment and evaluation. Plans for upcoming year
Building Leadership Team	Representatives from the four sites; counselor; Special Education teacher; principal	Six times during school calendar	Reviews, assesses, and recommends for immediate concerns on student progress, all school issues, budget, and teaching learning specific concerns
School-wide communication on current issues	All staff	As needed; monthly	Use of email communication, sharing of documents, sharing of teaching materials.

Family & Community Engagement

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Parent Meetings & Parent-Student Conference	Families in Need of Assistance	Beginning, Mid & End of Year Mailings & Meetings		After each quarterly report parent meetings/conferences are held.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Assessments Drive Curriculum

Lead Responsibility:	Principal, Counselor, Teachers
S.M.A.R.T. Goal:	At the annual MC institute meeting in August, staff will review MC data using compass, SRI, WASL and pre & post math assessments with aim to revise curriculum in reading, writing and math to improve student scores by 30% in all these targeted subject areas.

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

Strategy	Target Students	Timing	Lead	Description
Literacy strategies for high school students working beyond simple literacy	All students	School year	Language Arts, Social Studies teachers	These include basic literacy strategies which require going beyond these strategies to managing college level reading through use a critical questions, discussion, synopsis. Approaches to analysis: contrast, comparison, context. Applying techniques from Habits of Mind.
College level materials used in manageable size read in context of small group and discussion	<ul style="list-style-type: none"> All students; special focus on those who express interest in going to college 	<ul style="list-style-type: none"> School year 	Language Arts, Social Studies teachers	Connecting readings in to problem solving. Appreciating writers' perspective and class viewpoint. Comparing and contrasting writers. Socratic discussion and inquiry. Encourage high level of discussion on topic.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Formal testing; grades and credit	All students	Teachers	Implement review strategies; correct for level of success; correct for level of challenge
Teacher observation/evaluation	All students	Teachers	Adjust teaching materials appropriate to student need

Professional Development

PD Opportunity	Participants	Timing, Frequency & Duration	Description
MCHS Teachers' Institute	All staff	Autumn prior to opening of school	Articulation and discussion of focus areas and teaching strategies for classroom implementation
BLT accounts of student progress	BLT, counselor, Special Education teacher, principal	Six times a year	Meetings will bring together report on student progress and teaching issues from each site in order to create an school wide diagnostic
School wide	All staff	Six BLT reporting, staff meetings, communication through teacher collaboration	Discussion and sharing of curricular materials

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Parents receive midterm progress reports and final grades	<ul style="list-style-type: none"> • all families 	Six times a year	Teachers; staff	When student's midterm reports and trimester final grades are sent home, a transcript is included and explanation of their student's progress is given.
Parents are informed on student's progress toward graduation: formally and informally. Parent conferences	<ul style="list-style-type: none"> • all families 	Six times a year	Teachers; staff	Parent's conference is provided when requested either by parent or teacher. Our sites are open to parents/families at all times.
Parents are informed on students needing more support	<ul style="list-style-type: none"> • all families 	When required	Course instructor	Individual parent communication also takes place via email and phone conversations

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: WASL Standards

Lead Responsibility:	Math teachers; Pathways Dean
S.M.A.R.T. Goal:	MC graduates who meet WASL standards will increase by 10%.

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

Strategy	Target Students	Timing	Lead	Description
Pathways	<ul style="list-style-type: none"> • Students who failed one or more parts of WASL 	Test period; all year	Pathways Dean; math teachers	Implementing District’s Pathway Math, Reading & Writing Interventions
Use of Singapore; OSPI modules; Combined discovery with “traditional” math	<ul style="list-style-type: none"> • All students 	Test period; all year	Math teachers	Implementing Singapore Curriculum
Preparation for PSAT; SAT; Compass	<ul style="list-style-type: none"> • PSAT-all except seniors • Seniors identified as college bound 	Testing period All year	Math teachers	Students are pre-tested for math level; placed at appropriate math levels and encourage advancing as quickly as possible. Students take an Autumn Trimester 2-block Math Intensive in preparation for SAT; Compass. Math is integrated into Science curriculum

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Informal method: class work; homework; quizzes and exams	Daily; weekly	Math teachers	Align/adjust student placement with demonstrated ability
Results of Pathways, WASL retakes, SAT, Compass	Aligned with testing schedule	Math teachers; Pathways Dean	Assess the outcome of the various math strategies compared to pre-testing

Professional Development

PD Opportunity	Participants	Timing, Frequency & Duration	Description
MCHS Teachers' Institute	All staff	Autumn Institute - 3 days	Discussion of varied math strategies; assessment of success; adoption of other strategies
Site evaluation of students grades and credits	Site teachers	Six times a year for formal evaluation	Students midterm and final grades for each trimester indicate progress toward credit and meeting graduation requirements
BLT	Reps to BLT, counselor, Special Education teacher, principal	Six times a year	Provides site teachers with information from other sites and opportunity to exchange teaching strategies

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Parents receive midterm progress reports and final grades	• all families	Six times a year	Teachers; staff	When students midterm reports and trimester final grades are sent home, a transcript is included and explanation of their student's progress is given.
Parents are informed on student's progress toward graduation: formally and informally. Parent conferences	• all families	Six times a year	Teachers; staff	Parent's conference is provided when requested either by parent or teacher. Our sites are open to parents/families at all times.
Parents are informed on students needing more support	• all families	When required	Course instructor	Individual parent communication also takes place via email and phone conversations
Parent Evening Meetings & Parent-Student Conference	Pathways Parents	Beginning, Mid & End of Year Mailings & Meetings		Parents are appraised of student grad WASL requirements and interventions needed to improve L scores

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Reading & Writing

Lead Responsibility:	Humanities Teachers
S.M.A.R.T. Goal:	Increase student’s writing & reading ability to college level standards by 10% as measured by compass test for entry into community college English 101 and 4 year college placement in English 101 or above.

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

Strategy	Target Students	Timing	Lead	Description
Fundamentals of reading & writing are assessed through student initial writing	all students	All year	LA, SS teachers	Student initial writing indicators prescribe the design of writing instruction. This combines a focus on mastery in steps
Essential elements of comprehension in reading & writing mechanics are taught	all students	All year	LA, SS teachers	Mechanics are taught as problems arise in writing and delivered in small increments of instruction connect to the writing assignment. Poetry is used as a strategy for mastering grammar, mechanics, voice, use of complexity in structure, verb density, and descriptive technique.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase student reading & writing to college level writing: academic literary analysis, creative, reflective, and responsive writing strategies are taught	all students	All year	LA, SS teachers	Models for writing literary analysis are used. Frequent short assignments build into longer assignments. Five types of essay are taught through use of variety of approaches. Poetry is a vehicle for voice, tone, structure, style.
Technique of synthesis in reading & writing	• all students	All year	LA, SS teachers	Assignments requiring subordination of ideas; comparison, contrast, and context build the technique of synthesis writing.

Progress Monitoring

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Teacher evaluation	All students; all year	LA SS teachers	Reread, Rework, Rewrite, Small editing groups; teacher conferences, Writers' Workshops
SAT, Compass, WASL	Testing schedule	Counselor; teachers	Same as above

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Teacher Institutes	All Teaching Staff	August & BLT Meetings	Improve delivery of writing instruction

Family & Community Engagement

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Parents are informed on students needing more support in reading & writing	<ul style="list-style-type: none"> all families 	When required	Course instructor	Individual parent communication also takes place via email and phone conversations

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Attendance

Lead Responsibility:	MCHS All Staff
S.M.A.R.T. Goal:	Improve attendance rate by 20%

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

Strategy	Target Students	Timing	Lead	Description
Strong attendance is discussed during student intake interview	all students	daily	Teachers; support site	MCHS is ALE. However, as attendance is a essential component of academic success and graduation, attendance is encouraged and students are asked to be accountable for their individual attendance records.
Student contracts focus on attendance	all students	School-year student contract	teachers	Many of our students' past problems in achieving school success-and falling behind in on time graduation-students are asked to sign a contract that commits them to strong attendance.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Daily attendance is recorded. Students are held responsible for keeping sites updated any attendance issues	all students	daily	Teachers, support staff	Daily attendance is part of the opening of each class; students are given the school phone number and asked to call. Students begin to realize that non attendance makes success in school much more difficult.
Families are notified if student is absent	all students	daily	Support staff	When a students either does not come to school or call the school or misses a class, a phone call or email notifies the families of this absence.

Progress Monitoring

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Daily record	All students	Teachers; support staff	Students who are having difficulty attending school will be asked to have a conference with the teacher and work on strategies to overcome any attendance problems.
Accumulated records	All students	Teachers; support staff	Students and families meet with teachers on extended attendance issues to work on strategies to solve attendance problems.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Teacher Institutes	All Teaching Staff	August & BLT Meetings	Develop policy to improve attendance

Family & Community Engagement

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Families are notified daily	all	daily	Teachers; principal	A phone call or email is sent to families to tell them about the student absence.
Families confer with teacher and student	all	when require	Teacher; principal	Conferences are intended to open up the conversation about any attendance problems and work on ways to overcome any attendance problems

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

Other Area of Focus	Goal(s)	Key Strategies
ALE	To Use the Alternative Learning Experience Model to personalize and individualize instruction	Documenting student progress through quarterly update of Alternative Learning Plans
Accreditation	Need for evidence-based school evaluation to improve delivery of instruction and student performance	Meeting Core Standards in Teaching & Learning, Support and School Improvement

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Identify all students below L2 and provide extra instruction in small group instructional setting	\$3,250	Y	Baseline	
Math	Purchase 4 levels of Singapore math curriculum to supplement effort in Math for 3 campus'	\$2,000	Y	Pathways	
Math/Reading	Provide extra time for certificated staff for planning and development for all students who have not passed WASL	\$5,500	Y	Baseline	
Tutoring	Fund non district tutors to work with students who have not passed at least one section of the WASL	\$2,000	Y	Pathways	
Reading	Provide extra time for staff to prepare students to take and score well on SAT, ACT & Compass test for college	\$2,500	Y	Baseline	
Reading	Identify all students at or below L2 and provide staff extra instructional time in small group	\$3,500	Y	Pathways	
Reading	Provide classroom materials that will supplement reading and writing assignment for low achieving students	\$2,000	Y	Baseline	

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Simon Youth Foundation	Supplemental grants for classroom materials and other school needs	March Yearly	1,0000 to 2,500	Simon Youth Foundation	Passed 4 years
North & South Seattle Community Colleges	Foundation scholarships for incoming freshman	May & June Yearly	\$1,500	Community College Foundation	Past 5 years
SYF	2 and 4 year student scholarships	May & June Yearly	\$1,800- \$2,000 \$4500	Simon Youth Foundation	7 years
Northgate Chamber of Commerce	Grant to Rising Starts Program	October & May Yearly	3,900	Northgate Chamber of Commerce	4 Years
Northgate Foundation	Scholarships to Northgate Mall, American Indian Heritage & Ida B. Well UW students	Yearly	Requested \$10,000	Northgate Foundation	This Year