

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Roosevelt High School

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Revision History

Revision Number	Date	Comments
1	October 30, 2008	Edits by Office of School Improvement
2	October 10, 2008	Feedback from BLT regarding AP goal
3	December 1, 2008	Addition of credit goal/Focus #4 (BLT)
4	December 15, 2008	Updates from BLT in preparation for CSIP Reviews
4	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.

Roosevelt Mission/Vision:

To challenge and educate our students academically, socially, physically and creatively in a safe environment so that they may lead successful and satisfying lives. Excellent programs in academics, activities and athletics prepare Roosevelt students with the skills to pursue post-high school education, to enter the world of work and to be responsible citizens. Students actively learn to live in a diverse world and to treat others with dignity and respect.

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	Percentage of 9 th grade students not earning 5 or more credits.	Several strategies and structures are in place to address the needs of incoming 9 th grade students
2	Disaggregated WASL data indicates need for additional support to address disproportionality.	Focus on the 4R’s and on High Leverage teaching moves in addition to focused interventions through our Pathways program.
3	Disaggregated data on AP testing indicates a need to close gaps between racial/ethnic groups and to increase overall participation in advanced coursework .	Multiple strategies including AP for all 10 th grade students, PSAT for all 9-11 grade students and an AP Pilot for selected 10 th grade LA honors projects.
4	We have high percentages of students attending post-secondary institutions and would like to see all students have all options.	Using an internal indicator, student success and participation in college prep courses provide us

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

SECTION 1: OVERVIEW

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
9 th graders ready for high school	Data supports the need to increase the number of 9 th grade students earning 5 or more credits in 9 th grade.	95% of 9 th graders will earn 5 or more credits by the end of their 9 th grade year.
10 th –graders passing WASL	Disaggregated WASL data indicates need for additional support to address disproportionality.	<p>*93% of 10th grade students will meet standard on the 2009 WASL in Reading</p> <p>*92% of 10th grade African-American students and 88% of Latino students will meet standard on the 2009 WASL in Writing</p> <p>*78% of 10th grade students will meet standard on the 2009 WASL in Math. (45% of 10th grade African-American students and 70% of 10th grade Latino students will meet standard on the 2009 WASL in Math)</p> <p>*65% of students will meet standard on the 2009 WASL in science. 80% meeting standard y 2011.</p>
Students ready for college and work	Disaggregated data on AP testing indicates a need to close gaps between racial/ethnic groups and to increase overall participation in advanced coursework .	40% of African-American and Latino students will take an AP class during their 11 th and/or 12 th grade year.
Students ready for college and work	Graduates meeting high school credit requirement for four-year college (%)	75% of students will meet high school credit requirements for four-year college.

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

SECTION 1: OVERVIEW

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

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

We have chosen 3 explicit areas identified in the district's strategic plan to be our areas of focus. The areas are directly connected with the work we are engaged in our building and in the district as a whole.

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

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

Our Building Wide Professional Development plan includes all areas of focus. The current plan includes 17 early release/late arrival days that are broken up into departmental specific professional development and professional learning communities. The departmental focus is on differentiated instruction, assessments to inform practice and effective use of instructional technology. The professional learning community time is focused on the creation of collaborative groups improving their practice through the use of Critical Friends Groups (CFG's), Lesson Study Groups or Study Groups.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership team (BLT) includes 5 Certificated staff (Language Arts, 2 Science, Social Studies, Bilingual/ELL), 2 Classified staff (1 Parapro and 1 SAOEP), 2 Parents, 2 Student Representatives, and the 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. BLT meets every Monday, except the 2nd Monday of the month, from 2:30-3:30pm.
	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 and 2 students serve on BLT and are involved in C-SIP planning at this time. More volunteers are always welcome. Members of the BLT attend other leadership meetings (Instructional Council, Site Council) and PTA meetings in order to incorporate feedback into C-SIP and BLT planning. • Our C-Sip will be presented at our PTSA meetings this fall and their input will be included in our ongoing C-SIP refinement. C-SIP is a topic of upcoming PTA meeting in December.
	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
(Title I Schools) 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 (Special Education), Math (Special Education), Math Participation Goal (Limited English, Special Education) 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: 9th Graders Ready for High School

Lead Responsibility:

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

95% of 9th graders will earn 5 or more credits by the end of their 9th grade year.

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>
LA/SS Blocks <ul style="list-style-type: none"> • Teacher Collaboration • Curriculum Alignment • Coordinated Student Interventions 	<ul style="list-style-type: none"> • All 9th grade students 	2008-2009	9 th grade LA/SS teachers	This is our first year after transitioning from 3 period blocks. The Language Arts and Social Studies departments are working closely in restructuring the curriculum and they are engaged in regular meetings to collaborate.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
RiderCrew	<ul style="list-style-type: none"> All 9th grade students 	2008-2009	RiderCrew Staff Leaders (Boswell, Ahlstrom, Marenstein, Walseth)	RiderCrew is a peer support/mentoring program (LinkCrew). This is our first year of implementation. It involves regular meetings and activities between upper class mentors and 9 th grade students.
Building PD Plan: <ul style="list-style-type: none"> CFG's PLC's 	<ul style="list-style-type: none"> All 9th grade students 	2008-2009	9 th grade LA/SS teachers	This year's PD plan involves monthly late arrival and/or early release days. There are 2 days per month. One day is departmental specific professional development focused on three themes over the year, differentiation, assessment and instructional technology. The other day is build around developing professional learning communities using one of three different models (CFG's, Lesson Study or Study Group) to collaborate, share, learn about a topic of interest that is directly connected to student achievement.
9 th grade counselor conferences	<ul style="list-style-type: none"> All 9th grade students 	2008-2009	Counselors	Counselors meet with All 9 th grade students during the year to develop high school and beyond plans which help identify pathways to reach student goals.

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>
Student semester grades	Student grades at each semester. Check points will be each 5 week grading period.	All Teachers, Registrar, Administrative Team for analyzing.	Percentages of 9 th grade students who are earning 5 or more credits. Identification of individual students who are not earning 5 credits and then targeting specific interventions to those students to get them back on track.

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>	
Building PD Plan	All Staff	Ongoing, 2- 2hour sessions each month	See above description

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>
Leadership Opportunities	<ul style="list-style-type: none"> All Families 		Principal/PTSA Leadership	Continuing to recruit parents to serve on the various leadership groups on campus (BLT, IC, Site Council)
Communication	<ul style="list-style-type: none"> All Families 		Staff/Web Master	Use a variety of media to get information to parents about events and decisions being made at the school. This includes emails, website, The Source, School Messenger, open houses, mailings.
Parent Survey	<ul style="list-style-type: none"> All Families 		PTSA Leadership	PTSA in partnership with RHS will conduct a parent survey to better understand community concerns and needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: 10th –graders passing WASL

Lead Responsibility:

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

*93% of 10th grade students will meet standard on the 2009 WASL in Reading
 *92% of 10th grade African-American students and 88% of Latino students will meet standard on the 2009 WASL in Writing
 *78% of 10th grade students will meet standard on the 2009 WASL in Math. (45% of 10th grade African-American students and 70% of 10th grade Latino students will meet standard on the 2009 WASL in Math)

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Building PD Plan: <ul style="list-style-type: none"> • CFG's • PLC's 	<ul style="list-style-type: none"> • All Teachers and IA's 	2008-2009	All Teachers	This year's PD plan involves monthly late arrival and/or early release days. There are 2 days per month. One day is departmental specific professional development focused on three themes over the year, differentiation, assessment and instructional technology. The other day is build around developing professional learning communities using one of three different models (CFG's, Lesson Study or Study Group) to collaborate, share, learn about a topic of interest that is directly connected to student achievement.
Pathways	<ul style="list-style-type: none"> • Students who have not met standard on the WASL and students at-risk of not meeting standard on the WASL 	2008-2009	Pathways Dean and teachers of Pathway support classes	The Pathways program supports student achievement on the WASL through the identification of students and interventions including: case management, student learning plans, tutoring, specific support classes for math and reading, ongoing assessments.
9 th grade Science-Full year	<ul style="list-style-type: none"> • All 9th grade science students 	2009-2010	9 th grade science teachers	We currently only offer 1 semester of 9 th grade science. By increasing that class to a full year, students will increase their skill and understanding of physical science and thus will perform better on the WASL in grade 10.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
ELL support	<ul style="list-style-type: none"> • All Eligible Students 	2008-2009	ELL Teachers	The Bilingual department provides support for student with English Language Learners. This includes specific instruction in the acquisition of English language skills and support in developing other content specific skills. In particular, we are focusing on making sure that all eligible students take the Math WASL as this was an area in which we did not make AYP.
Special Education support	<ul style="list-style-type: none"> • All Eligible Students 	2008-2009	Special Education Teachers	Special education in high school is driven by a student's transition plan. Our focus is to provide students all the classes and support necessary to be successful in the classes needed for pursuit of post secondary goals. Students receive specialized instruction in skill area deficits that may include reading, writing and/or math. Our individual math support includes the use of success maker and WASL prep.

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>
WASL	All 10 th Grade students, 11 th and 12 th grade students who have not met standard on the reading, writing and/or math WASL	All Staff involved in administering the WASL, counseling staff and pathways dean involved in collecting and reporting results	Student performance in reading, writing, math and science towards meetings state identified standards

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>	
Building PD Plan	All Staff	Ongoing, 2- 2hour sessions each month	See above description
Read 180 training	Pathways reading teachers	1X per year	PD on how to implement the use of the Read 180 program and how to use the assessment tools to identify student performance and implement intervention strategies.

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>
Leadership Opportunities	<ul style="list-style-type: none"> All Families 		Principal/PTSA Leadership	Continuing to recruit parents to serve on the various leadership groups on campus (BLT, IC, Site Council)
Communication	<ul style="list-style-type: none"> All Families 		Staff/Web Master	Use a variety of media to get information to parents about events and decisions being made at the school. This includes emails, website, The Source, School Messenger, open houses, mailings.
Parent Survey	<ul style="list-style-type: none"> All Families 		PTSA Leadership	PTSA in partnership with RHS will conduct a parent survey to better understand community concerns and needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Students Ready for College and Work

Lead Responsibility:

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

40% of African-American and Latino students will take an AP or advanced class during their 11th and/or 12th grade year.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
10 th Grade AP Human Geography	<ul style="list-style-type: none"> • Current 10th grade students and future 10th grade students 	2008-2009	SS teachers	We are implementing a new 10 th grade social studies curriculum, AP Human Geography. This class will be the class for All 10 th grade students and includes the re-alignment of LA curriculum in order to support and complement the themes from the class. One of the goals is to provide more students with the skill and confidence to pursue and succeed in advanced courses in their 11 th and 12 th grade years. In addition, the Bilingual and Special Education departments are aligning their departments to support ELL and Special Education students in taking this class.
PSAT for grades 9-11	<ul style="list-style-type: none"> • All students grades 9-11 	2008-2009	All Staff	A district-wide effort to have all students in grade 9-11 take the PSAT. Goals for this initiative include providing more students with the experience and pre-requisites for pursuing advanced coursework and college beyond high school. The PSAT reports will also include AP potential which will help identify additional students to push towards taking AP or advanced coursework.
Honors Project Pilot	<ul style="list-style-type: none"> • Select 10th grade students in LA 	2008-2009	Select LA teachers	We are continuing to pilot using the DLC Classtools resource to provide some students an opportunity to prepare for the AP Composition test through an honors project.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Homework Center	<ul style="list-style-type: none"> All Students 	2008-2009	Homework Center Teacher	An afterschool student support center where students are provided with staff support in all subjects.
9 th grade counselor conferences	<ul style="list-style-type: none"> All 9th grade students 	2008-2009	Counselors	Counselors meet with All 9 th grade students during the year to develop high school and beyond plans which help identify pathways to reach student goals. These conferences also allow for counselors to identify and encourage under represented students into advanced coursework.

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>
AP Tests	Students enrolled in AP classes	AP Teachers	Identify if our strategies are leading towards the increase in the number of students taking AP tests.

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>	
AP Training	AP teachers	Much of it happened summer 2008 but will be ongoing in the summer of 2009	Teachers attend regional AP trainings to learn more about particular curriculum and to collaborate with other AP teachers on best practice for AP.
Building PD Plan	All Staff	Ongoing, 2- 2hour sessions each month	See above description. In addition, many AP teachers are in collaborative work groups (CFG's, lesson study groups) to further develop their skills in delivering advanced courses.

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?

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Leadership Opportunities	<ul style="list-style-type: none"> All Families 		Principal/PTSA Leadership	Continuing to recruit parents to serve on the various leadership groups on campus (BLT, IC, Site Council)
Communication	<ul style="list-style-type: none"> All Families 		Staff/Web Master	Use a variety of media to get information to parents about events and decisions being made at the school. This includes emails, website, The Source, School Messenger, open houses, mailings.
Parent Survey	<ul style="list-style-type: none"> All Families 		PTSA Leadership	PTSA in partnership with RHS will conduct a parent survey to better understand community concerns and needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Students Ready for College and Work

Lead Responsibility:

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

70% of students will meet high school credit requirements for four-year college.

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>
High School and Beyond Plans	<ul style="list-style-type: none"> • All Students 	2008-2009	Counselors	Counselors meet with All 9 th grade students during the year to develop high school and beyond plans which help identify pathways to reach student goals. Counselors meet with student grades 10-12 to update and modify the plans.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
College/Career Center support (WOIS, group and individual career/college counseling)	<ul style="list-style-type: none"> • All Students 	2008-2009	Career Center Specialist	Individual and small group meetings to develop plans for post-high school and for developing courses of study to help students attain the skills needed for careers/college
Homework Center	<ul style="list-style-type: none"> • All Students 	2008-2009	Homework Center Teachers	An afterschool student support center where students are provided with staff support in all subjects.
ELL support	<ul style="list-style-type: none"> • All Eligible Students 	2008-2009	ELL Teachers	The Bilingual department provides support for student with English Language Learners. This includes specific instruction in the acquisition of English language skills and support in developing other content specific skills. This includes preparing students for post-secondary options, including four-year college.
Special Education support	<ul style="list-style-type: none"> • All Eligible Students 	2008-2009	Special Education Teachers	Special education in high school is driven by a student's transition plan. Our focus is to provide students all the classes and support necessary to be successful in the classes needed for pursuit of post secondary goals.

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>
Credits- meeting minimum college entrance requirements	All Students	Counselors/Registrar	Monitoring of the credits will allow our staff to intervene appropriately with students whose credits preclude them from admissions to a 4-year college.

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>	
Building PD Plan	All Staff	Ongoing, 2- 2hour sessions each month	See above description. In addition, many AP teachers are in collaborative work groups (CFG's, lesson study groups) to further develop their skills in delivering advanced courses.

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>
Leadership Opportunities	<ul style="list-style-type: none"> • All Families 		Principal/PTSA Leadership	Continuing to recruit parents to serve on the various leadership groups on campus (BLT, IC, Site Council)
Communication	<ul style="list-style-type: none"> • All Families 		Staff/Web Master	Use a variety of media to get information to parents about events and decisions being made at the school. This includes emails, website, The Source, School Messenger, open houses, mailings.
Parent Survey	<ul style="list-style-type: none"> • All Families 		PTSA Leadership	PTSA in partnership with RHS will conduct a parent survey to better understand community concerns and needs.

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>
School Culture	Increased diversity among student leadership	Recruitment of students for leadership groups

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
Students Ready for College and Work	AP Human Geography	\$30,000	Y	Roosevelt Foundation	
9 th Grade students ready for high school	Rider Crew	\$8,000	Y	ASB	
Students meetings standard on the WASL	Writers in the Schools	\$6500	Y	Building Budget	

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
World Affairs Council	Connection to international exchanges, educators and other educational resources focused on international issues				
Digital Learning Commons	Access to a variety of online resources available through the DLC				
Henry Art Gallery	Professional development for staff on the use of art to teach students reading and writing school. In addition, providing students with opportunities to be trained as docents at the gallery				
Teen Health Center	Providing students with physical and mental health services				
Seattle Repertory Theatre	Playwriting program				
Writers in the Schools	Professional writers in the school to support student writing projects				

Note: Please delete or add rows as necessary