

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Chief Sealth High School

John Boyd

September 30, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	September 30, 2008	First Draft
Revision 2	November 12, 2008	Edits by Office of School Improvement
Revision 3	December 11, 2008	C-SIP Peer Reviews
Revision 4	January 8, 2009	Edits by Office of School Improvement

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 1: OVERVIEW

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

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

CHIEF SEALTH MISSION STATEMENT

To empower Sealth learners

To be of value

To themselves

And

To others

Today and Tomorrow

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 1: OVERVIEW

CORE LEARNINGS

(DEFINED 1990-1991)

CITIZENSHIP
RESPONSIBILITY

TECHNOLOGY
CHANGE

APPRECIATION
DIVERSITY

COMMUNICATION

PROBLEM SOLVING

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

SECTION 1: OVERVIEW

STRATEGIC POLICIES

We will practice participatory decision making at all levels of the organization.

We will dedicate ourselves to actions designed to increase the self-esteem of all persons connected to the school.

We will define teaching as facilitating discovery through interconnecting concepts.

We will support and promote the personal and professional growth of each member of the staff in his/her efforts to achieve our mission.

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

SECTION 1: OVERVIEW

BELIEF STATEMENTS

We Believe That:

- All individuals have the potential to be successful learners.
- A learning experience is educational when the student's ability to cope with the future enhanced.
- The difference in the intellectual development, prior knowledge, interests, and abilities of the student require us to adjust the subject matter, the environment and the structure of the learning situation.
- Learning is an active and a dynamic process.
- All learners must experience challenge and success within a broad, balanced, and integrated curriculum.
- Educators must show that they care about their students and someone must know each student.
- Our goal is to develop informed, thinking citizens capable of participating in world affairs.
- Language and thought are essential to learning and are developed through daily use in diverse situations and in all subject contexts.
- Subject specific knowledge is important since thought and learning cannot occur without a content base.

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

SECTION 1: OVERVIEW

CHIEF SEALTH HIGH SCHOOL – VISION 2008-09

Chief Sealth High School's Vision for a Shared Vision and Common Focus

- Decision making will be driven by the District's Strategic Plan
- Professional development will be aligned with the District's Strategic Plan
- School spirit and a sense of community will be hallmarks of our school
- Staff will share their expertise through collaboration of effort
- New staff will be provided mentors and peer coaching
- Time will be provided for professional development planning, and implementation of strategies
- Students will have an active voice on school issues

Chief Sealth High School's Vision for Academic Performance

- Curriculum will be challenging, meaningful, relevant, and aligned with standards.
- Best Practice instruction will be utilized in every classroom
- Curriculum will be integrated across content areas
- Curriculum will support higher level thinking skills and problem solving strategies
- School-wide literacy strategies will support high performance in reading and writing
- Project Based Learning will be used school-wide
- The achievement gap between all ethnic groups will be closed
- State of the art technology will be used as a tool for learning, teaching and communication
- Staff will collectively be responsible to improve student learning
- School-wide data will inform instructional strategies

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

SECTION 1: OVERVIEW

Chief Sealth High School's Vision for a Safe, Clean, and Orderly Learning Environment

- Clear, school-wide discipline, and attendance policies will be consistently implemented
- An effective and orderly emergency plan will be understood by staff, students, and parents
- Students and staff will demonstrate personal responsibility and respect for all
- Proactive intervention strategies will be in place
- The facility will be upgraded and properly maintained
- Support services will be friendly, involved, and responsive to student needs
- Positive behavior will be reinforced and celebrated

Chief Sealth High School's Vision for a Personalized and Nurturing Learning Community

- Curriculum and instruction will meet both the cognitive and affective needs of students
- Students will be assessed and provided support in as needed
- Students will be a community of learners
- Every student will have an adult advocate
- Staff development will address specific student populations, cultures, and needs
- Staff contributions will be recognized and valued
- Personalized instruction will be reflected in scheduling

Chief Sealth High School's Vision for Authentic Family and Community Involvement

- Families will be involved in decision making processes and serve as members of committees, forums, and groups
- Communication with families will be effective in regard to student support and academics
- Community and business partnerships will be established
- Family expertise, interest, talents and perspectives will be utilized as learning resources
- Opportunities for diversity will be provided and valued
- Public relations will be proactive

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

SECTION 1: OVERVIEW

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	Our ninth grade students frequently fail classes and do not receive enough credits to be considered sophomores. This puts their on-time graduation in jeopardy.	The ninth grade intervention program was developed to address the issue.
2	Our students are making excellent progress in all areas of the WASL yet they still meet standards at a lower rate than other high schools at the district and state levels.	One of our main focus areas centers on WASL.
3	52% of our junior and senior students are taking at least one IB class. This statistic is impressive since 33% of our students are special needs. Also, the student demographics in IB courses overall nearly match our student demographics. However, we need to increase enrollment of Latino and African American students in IB courses.	We hope to expand the number of students taking one or more IB courses from 52% to 60%. In addition, many of the strategies outlined in this plan, center on making the program accessible to all students.

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
On time 9 th grade promotion rates	The Chief Sealth 9 th grade plan creates an Early Intervention Program (EIP) for all 9 th graders at Chief Sealth. This approach is based on research presented at the Great City Schools conference that shows that the early identification of “negative” student behaviors (academic failure, social and emotional problems, truancy) coupled with early intervention & support can greatly improve student success and drastically improve on-time graduation rates.	Chief Sealth High School will increase the number of new ninth grade students receiving 5 or more credits by the end of the summer from 67% in 2007-2008 to greater than 80% by the end of the summer of 2008-2009 school year.
Continued WASL improvement.	As a building, our WASL scores went up more than nearly all other high schools in the state of Washington, yet our students still rank below the district and state in passage rates in all three areas.	Increase the percentage of students meeting the reading, writing, and math standards to meet or exceed the district passage rates for the 2009 test.
IB program development	Chief Sealth decided to implement the IB program with the idea that we would work to prepare all students for the rigor of the IB while maintaining access so the program reflects our overall student demographics to the best extent possible.	Increase the percentage of students in the 11 th and 12 th grades who attempt at least one IB course from 52% to 60% while maintaining proportional representation among ethnic groups.

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.

Chief Sealth High School's Continuous School Improvement plan lines up seamlessly with the Seattle School District Strategic Plan. Our ninth grade intervention program addresses the "Ninth graders ready for high school goal. Our second goal of focusing on more students passing the WASL lines up the "10th graders passing the WASL" goal. Finally, our focus on encouraging more student participation in the rigorous IB program speaks to the SSD goal of "Students Ready for College and Career.

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?

Professional Learning Communities/Data Teams, School-wide professional development, Multiple student assessments to gauge improvement and readiness at every grade, Early Intervention to ensure student success,

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"> • Building Leadership Team (BLT) includes three Teacher representatives (Science, Spanish, Math, Special Ed), Counselor, Principal, and one Parent. We are in the process of adding a Student and a Classified staff (Instructional Assistant). • BLT leads ongoing process of comprehensive school review including studying such as the WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT); one parent serves on BLT. One Parent has 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 will be presented formally to the PTSA. However, an overview has already been given by the Principal to the staff, the PTSA and other interested community partners on October 19, 2008. • C-SIP was created by a committee of teachers, administrators, and counseling staff. It has been emailed out in its entirety to staff, PTSA, and others on October 22, 2008 and 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.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

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

SECTION 1: OVERVIEW

Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)

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Our school did not make AYP in Spring 2008 in Math (Hispanic students), in Math Participation (Hispanic students taking the test) and in Reading Participation (limited English and Hispanic students not taking the test) for two or more years in a row. So, we are identified as a "School in Improvement" in Step 3.

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: On time 9th grade promotion rates. After reviewing the incoming 9th grade data and looking historically at enrollment patterns, we determined that approximately 220 students throughout the 2008-2009 school year will have one or more risk factors and benefit from the support services described within this focus area. The Chief Sealth 9th grade plan creates an Early Intervention Program (EIP) for all 9th graders at Chief Sealth. This approach is based on research presented at the Great City Schools conference that shows that the early identification of “negative” student behaviors (academic failure, social and emotional problems, truancy) coupled with early intervention & support can greatly improve student success.

The Chief Sealth 9th grade Early Intervention Program will be led by a 9th grade Assistant Principal (AP). The AP will be the leader, supervisor and glue for the 9th grade EIP and will work with the 9th grade team to develop specific protocols for the EIP and make course corrections as needed. The EIP will include both Academic and Social/Emotional components and will provide a sequence of interventions and supports for students who are struggling.

Lead Responsibility:

Angie Thomas (Assistant Principal)

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

Chief Sealth High School will increase the number of new ninth grade students receiving 5 or more credits by the end of the summer from 67% in 2007-2008 to greater than 80% by the end of the summer of 2008-2009 school year.

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

SECTION 2: MAJOR FOCUS AREAS

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>
Mandatory Academic Intervention/Support	<ul style="list-style-type: none"> Any ninth grade student who falls behind in school. 			Students who are struggling in class will be required to attend one or more of the mandatory academic supports for students: Homework Center; Success Room (one on one tutoring w/ volunteer City Year tutors); Saturday WASL Prep; and Academic Break Camps
Credit Retrieval	<ul style="list-style-type: none"> Any student on pace to receive fewer than 5 credits 	Throughout the school year.	Angie Thomas	Credit retrieval classes provided during 7 th period during 2 nd semester for those students who fail a core class 1 st semester.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Building Relationships & Connections to school		Continuously		2 day 9 th grade orientation for all students; Home visits to all 9 th grade students; Teacher/student mentor program for all students; Peer Mentor Program (Link Crew?); YMCA After school classes/activities.
Behavior Interventions	<ul style="list-style-type: none"> All ninth grade students by credit 	Continuously	Social Worker (Intervention Specialist) with support from Angie Thomas	Intervention Specialist will work with challenging students (with support from AP) to handle student discipline, coach teachers on working with difficult students, monitor student attendance and contact truant students and their families.
Referrals for Counseling/Intervention		Continuously		The Intervention Specialist and 9 th grade counselor will provide and monitor referrals to partner agencies for more intensive support. Key partner agencies include: Wellness Center;

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>
Reading and Math Assessment	<ul style="list-style-type: none"> • All ninth and tenth grade students. • October 2008 January 2009 May 2009 	Krista Rillo supported by Angie Thomas	MAPS Assessment to provide early identification of students who are struggling, provide strand data on the academic areas most in need of support and monitor growth across the year. The 9 th grade team will spend at least 2 days with consultants from the Northwest Evaluation Association during the year analyzing their data and developing instructional strategies for struggling students. Teachers will spend time in paid PLCs/Data Teams to adjust instruction based on the feedback from the MAPS testing.

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
Read 180	<ul style="list-style-type: none"> • Up to 21 students a class period, and no more than two class periods. Identification of Students: Students who have level 1 or 2 on WASL and who are assessed at least 2 reading levels below grade level.	Angie Thomas, Leighann Metter-Jensen (Read 180 teacher).	Identification of Students: Students who have level 1 or 2 on WASL and who are assessed at least 2 reading levels below grade level. Read 180 is a comprehensive literacy program that includes formative and summative assessments, direct instruction, independent and monitored practice, and small group instruction Goal: to increase reading level by one to two years.

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>	
Professional Development to differentiate instruction:	<ul style="list-style-type: none"> All students in the ninth grade houses will benefit. All ninth grade teachers and teachers of Math 1 will participate 	Throughout the 2008-2009 school year	The Assistant Principal will lead 9 th grade team meetings to strategize about students who are struggling, look at student work and data from MAPS and develop instructional strategies to differentiate and improve classroom instruction.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<p>9th Grade PLC and Data Team work around content areas and best practices.</p>	<ul style="list-style-type: none"> • Identification of Students: 9th grade students who will graduate in 2012 will be impacted by changes in instruction. 	<p>The designation of extra planning time for 9th grade PLC, including Saturday planning sessions and work day planning sessions that would require substitutes so that teachers can plan and use data to inform next steps and/or alter practice</p>	<p>The team with the leadership of the assistant principal will engage in PLC work in order to assess practice, analyze student data, create common assessments, and improve instruction.</p> <p>In response to data, additional goals are developed and teacher –specific professional development is determined as we gain a better understanding of what practices need implementation in order to improve instruction and student achievement (new strategies implemented by second quarter). Professional development through MAP training and the training of teachers in DLC online Math. Teacher feedback, reflections, and lesson plans indicating a sense of professional growth and reflective of best practices including scaffolding and differentiation.</p> <p>Pre and Post student data such as KWL measuring what students knew before instruction compared to what they have learned as a result. Students will continue to show improvements in all Summative Assessments: MAP testing; and formative assessments: classroom-based assessments, unit test, culminating projects, and common assessments or rubrics.</p>

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>
Home Visits	<ul style="list-style-type: none"> All 9th grade families 	Home visits completed by October 24, 2008. On-going mentoring throughout the school year.	Carrie Syvertson with assistance from Lupe Barnes.	Home visits to all 9 th grade families at the beginning of school w/ ongoing contact from their Teacher Mentor across the year (coordinated by our Social Worker)
Follow-up monitoring by Adult mentors (funded by the Levy)	<ul style="list-style-type: none"> All ninth grade students 	Each grading period	Brooke Nielsen (YMCA)	Adult mentors and student mentors will work collaboratively to support 9 th grade students. Staff mentors will share 5 freshmen students to assist throughout the course of the school year.
Family nights throughout the year (organized by YMCA)	<ul style="list-style-type: none"> All families, grades 9-12 are targeted. 	5 nights throughout the school year	Brooke Nielsen and Carrie Syvertson	Several Family nights will be offered to parents in which family members can participate in evenings that help them support their students to be academically successful. We will provide food, have students performances and provide translated marketing materials and interpreters at the events to encourage participation of our bilingual families.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Continued WASL Improvement

Lead Responsibility: Lori Douglas, David Katz, Amber Matheis

S.M.A.R.T. Goal: Increase the percentage of students meeting the reading, writing, and math standards to meet or exceed the district passage rates for the 2009 test.

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>
In PLC teams, teachers will use data and student work to align curriculum and inform instruction.	<ul style="list-style-type: none"> All students with an emphasis on 10th grade and 11th and 12th graders who have not passed WASL. 	All year.	Faculty and staff.	Teachers will analyze WASL data and current student work to better assess where there are gaps in student learning. This practice will inform curricular choices for this year and improve alignment of curriculum 9-12, especially in math and language arts courses.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Staff will support students in year-long preparation for learning testing and organizational strategies for academic success.	<ul style="list-style-type: none"> All students. 	All year.	Faculty and staff.	Teachers will use student planners and the lessons in them to regularly teach time management, testing strategies, and academic organization to improve classroom experiences and academic success for all students.
Improve identification and implementation of appropriate level WASL testing for special populations.	<ul style="list-style-type: none"> All SPED students. 	All year.	Norland Walter (SPED Dept. Chair).	SPED teachers will better identify and sooner include language in IEPs for appropriate level WASL testing for all students. Earlier identification will allow more to do the early November DAW tests and more accurately test at the Basic level in spring if they qualify.
READ 180 support classes will be provided for 11 th and 12 th graders who have not yet passed the reading WASL.	<ul style="list-style-type: none"> 11th and 12th grade struggling readers. 	Two semesters.	Leighanne Metter-Jensen (READ 180 teacher).	The READ 180 support class is provided to all students who have not yet passed reading WASL at 12 th and 11 th grades. The course gives intensive reading instruction meeting each student's individual needs. Assignments meeting the Collection of Evidence for Reading will be woven into the curriculum for READ 180 and submission of a collection will be an option for students in the READ 180 courses.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Math Aps and Segmented Math courses will be added to traditional math course options to improve math skills.	<ul style="list-style-type: none"> Struggling incoming math 9th graders and 11th and 12th graders who need a second math course in their schedule to meet WASL requirements. 	All year.	Amber Matheis (Math Dept. Chair).	The Math Aps course is a pre-algebra course for 9s who are behind in their skills and not ready for Math 1. This new course will support struggling 9s and build missing WASL readiness skills. Two sections of Segmented Math are now added into the regular school day to accommodate 11s and 12s who must take additional math to meet WASL requirements and graduate on time.
Implementation of after school Math HW Center.	<ul style="list-style-type: none"> All students who need additional math tutorial in any math class. 	Four days per week, both semesters.	Lori Douglas	The Math HW Center will be both drop in and assigned tutorial time for any math student who requires additional support to succeed in current math courses. Math teachers, City Year Corps Members, and volunteers with math background will supervise and tutor these students 2:30 – 4:00 four days per week.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Formative assessments in the classroom.	<ul style="list-style-type: none"> All students throughout the year. 	Faculty and Staff; IC.	Faculty and staff will use the results of these classroom-based assessments to inform and improve classroom practice and assignments through the PLC process and grade-level meetings.
PSAT Testing	<ul style="list-style-type: none"> All 9th, 10th, and 11th graders. 	Krista Rillo (Assessment Coordinator)	Data from this test can offer a snapshot of all students this year and offer teachers areas for student improvement to move all students toward both WASL and college readiness.
MAP Testing	<ul style="list-style-type: none"> All 9th graders. 	Angie Thomas (Assistant Principal)	This test will offer extensive reading and math data for all 9 th graders three times this year. Data gathered from this test can inform immediate teacher instruction for both reading and math. The test also provides specific best practices to improve specific reading and math targets of instruction.
SRI Testing	<ul style="list-style-type: none"> All READ 180 students and 10th graders (if 10th graders are not tested in MAP Assessment). 	Lori Douglas	This reading test gives teachers and students current reading lexile levels in order to inform all subject area teachers of student reading strengths and areas for improvement.

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
WASL Testing	<ul style="list-style-type: none"> • WASL-ready 9th graders, and 10th through 12th graders who need to pass one or more sections of test; Spring testing; DAW testing twice in the year. 	Lori Douglas	<p>The annual data from WASL tests will inform teachers about next year’s curriculum, modification of instructional strategies, and changes in master schedule to meet all course needs for all students. We will test as many 9th graders who are ready for WASL to finish this graduation requirement early.</p>

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>	
Department PLCs.	<ul style="list-style-type: none"> Faculty and Staff. 	Two after-school Wednesday meetings per month all year and early-release professional development days.	<p>These PLCs are departmental and focused on aligning curriculum, improving classroom instruction by analyzing data, looking at classroom assessments, and evaluating current student work. This collaboration will specifically address needs of underperforming students, how to best serve their myriad needs toward high school completion, WASL success, and post-high school readiness. Faculty and Staff will utilize protocols and emphasize best practices to achieve improved student performance.</p>
Pathways WASL Training and Communication	<ul style="list-style-type: none"> Faculty, Staff, and Students 	As needed throughout the year.	<p>Communication and transparency of WASL rules and testing information is critical to the success of our students. Monthly written WASL updates for all staff, regular classroom visits to students, and , WASL workshops will be offered to improve stake holder understanding of WASL exams and benchmarks.</p>

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>
The Source	<ul style="list-style-type: none"> All families with access to computers. 	All year.	Faculty and Staff	Faculty and Staff will provide regularly updated grades, attendance, and assignments on the Source. Parents, students, and staff have access to this resource to support students and monitor their progress.
Pathways Communications	<ul style="list-style-type: none"> All students who have not passed one or more sections of WASL. 	As needed.	Lori Douglas	Contact about WASL readiness, WASL completion, and WASL success for graduation requirements will be offered to families and students through mailings, website bulletins, the google group list serv, and individual communications with families and students. This includes providing alternatives to WASL testing where appropriate and available.
Family Engagement Nights	<ul style="list-style-type: none"> All families 	Throughout the year.	Carrie Syvertsen	
Chief Sealth Website	<ul style="list-style-type: none"> All families with access to computers. 	All year.	Katie Hubert	The website is updated bi-weekly to include all important deadlines, information, and downloadable needed paperwork for families to effectively support their students' academic and testing 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: International Baccalaureate

Lead Responsibility:

Laura Robb, IB Coordinator, and Jol Raymond, Head Counselor

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

Increase the percentage of students in the 11th and 12th grades who attempt at least one IB course from 52% to 60% while maintaining proportional representation among ethnic groups.

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>
Individually advise 9 th and 10 th grade students on adequate preparation for IB classes	<ul style="list-style-type: none"> All 9th and 10th grade students 	9 th grade-Fall quarter; 10 th grade, Winter quarter	Laura Robb	After making a group presentation, the IB Coordinator visits with each student for 5 to 10 minutes during the school day to determine how the student's academic goals might be met by the IB program.

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Strategy	Target Students	Timing	Lead	Description
Connect underserved students with available services, mentoring programs, online classes and tutoring	<ul style="list-style-type: none"> All 9th and 10th grade students who indicate an interest in IB. 	Ongoing from the Fall quarter individual interviews	Laura Robb, Counselors, Student Resource Center	Through interviews and teacher referrals, students who need tutoring assistance or other programs are put in contact with support services such as City Year tutors, Steps Ahead, and Team Read.
Work with teachers through PLCs to examine classroom strategies that work with all populations, including the underserved.	<ul style="list-style-type: none"> African-American, Latino and ELL populations 	Twice monthly PLCs meet to compare successful strategies.	Administrators Department Heads, and IC.	Administrators communicate instructional principles and lead strategies that constitute good teaching practice. Department heads discuss, analyze and compare in PLC meetings. Results are examined monthly in IC meetings.
Expand IB World Language instruction to include Mandarin Chinese, while continuing to plan and execute vertical curriculum integration in all three world languages	<ul style="list-style-type: none"> All students 9-12. 	Planning meetings held every second month among Denny, Madison and Chief Sealth staff.	World Language Department Head, Noah Zeichner	Teachers from all three schools will meet, facilitated by Karen Kodama and/or district coaches in order to heighten students' readiness for advanced language learning at the high school level.
Provide additional training to teachers in IB curriculum and classroom strategies.	<ul style="list-style-type: none"> All IB teachers and 9th and 10th grade core teachers. 	IB workshops are offered on a 12 month calendar nationally, and regionally.	Laura Robb	Initial Level 1 training was provided by funds from a parent booster group. At the end of this year, most of the teachers will be eligible for Level 2 and 3 workshops. These workshops provide more extensive guidance on curriculum content and delivery.

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>
IB course registrations	<ul style="list-style-type: none"> All 11th and 12th grade students each fall and winter semester. 	Laura Robb, IB Coordinator	How many students attempt IB classes; a decrease in numbers would require more student and family outreach.
IB examination results	<ul style="list-style-type: none"> All 11th and 12th grade students attempting IB examinations each May. 	Laura Robb, IB Coordinator	How many students successfully earned IB credits; a decrease in the success rate on the exam would require more attention paid in PLCs to teaching strategies.
IB registrations and examination results broken out according to ethnic category	<ul style="list-style-type: none"> All 11th and 12th grade IB students each fall and winter semester. 	Laura Robb, IB Coordinator	A disproportionality of registrations or successful examination results would require more intensive work with supporting groups such as Gold Scholars, Proyecto Saber, counselors and Professional Development committee.

Note: Please delete or add rows as necessary

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

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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>	
Level 2 IB Workshops for IB teachers completing their first or second year of program instruction.	<ul style="list-style-type: none"> All IB teachers and 9th and 10th core teachers. 	Workshops are available throughout the year, and in the summer. In the summer the national conference also offers an array of teacher development opportunities.	All IB teachers should attend a Level 2 or 3 workshop by the end of their third year teaching IB 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

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<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>
Chief Sealth PTSA google groups communication tool	<ul style="list-style-type: none"> All families that provide their email to PTSA (200+ currently) 	Daily	Leslie Menstell (PTSA president)	Daily Announcements for our students are emailed daily to PTSA google groups. In addition, any staff or parent who is a member of the Chief Sealth PTSA google groups may post info about academic, social, and
PTSA Newsletter in multiple languages	<ul style="list-style-type: none"> All families 	Monthly	Leslie Menstell (PTSA president)	Newsletter in multiple languages sharing information about school news, events, and celebrations
Parent/Teacher Conferences	<ul style="list-style-type: none"> All families 	October 29 th , 2008	J. Boyd	Parents to meet with teachers regarding student progress.
Community Outreach Activities	<ul style="list-style-type: none"> West Seattle families 	IB Information Night, Oct. 16; Fauntleroy Fall Fair, Oct. 19; PTSA meetings at feeder middle schools throughout the year.	Molly Seaverns and IB Advisory Board members	The IB Advisory Board is made up of parents and community volunteers interested in strengthening and maintaining the program. Members meet bi monthly to organize communication tasks.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
FEAT (Family Engagement Action Team) meets Monthly.	<ul style="list-style-type: none"> • All families 	Meets monthly.	Lupe Barnes	The team works together on implementing a variety of strategies to increase family engagement at school. The team is comprised of Teachers, Instructional Assistants, Support Staff, Administration, and Parents.

Note: Please delete or add rows as necessary