

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

West Seattle High School

Bruce Bivins

September 26, 2008



TABLE OF CONTENTS

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

Revision History

Revision Number	Date	Comments
1	10/31/08	Edits by the Office of School Improvement
2	12/11/08	C-SIP Peer Reviews
3	1/8/09	Edits by the 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.

Vision - We are what we repeatedly do. Excellence, therefore, is not an act but a habit. – Aristotle

Mission

Every Student a *Learner*

Every *Parent a *Partner* (*A person who raises or cares for another)

Every Staff Member a *Leader*

Every Community member a *Mentor*

Beliefs

- All students can learn.
- Each student is a valued individual with unique intellectual, physical, and emotional needs.
- Student learning is the priority for our school.
- Clear goals and high expectations for student achievement guide classroom instruction.
- Students learn in different ways and should be provided with a variety of instruction.
- A commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.

Goals of Excellence

- **Goal #1** - Every student graduates on time with a plan for after high school.
- **Goal #2** - Staff members provide personalization for all students.
- **Goal #3** - Staff members, students, parents, and community members develop a professional learning community.

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 2008 WASL results showed that only 49.3% of our sophomores passed the Math WASL.	We set a S.M.A.R.T. goal to increase the percentage of students meeting math standard to 57% up from 49.3%. In order to meet this goal, the math department will vertically align their curriculum with the eight math strands on the Math WASL and math tutoring and other resources will be made available to students.
2	Our 2008 WASL results showed that only 31% of our students meet standard on the Science WASL.	We set a S.M.A.R.T. goal to increase the percentage of students meeting science standard to 50%. In order to meet this goal, we have established year long science courses and our science staff will be participating in year long professional development.
3	The Average Annual Attendance at WSHS was 87% last year. In order for the strategies to increase academic achievement to work, students must be in class on time and consistently.	We have set a S.M.A.R.T. goal to increase average daily attendance from 87% to 90%. In order to meet this goal, the school will intervene early by contacting parents and establishing student attendance agreements early.
4	Our data showed that a large number of students were being suspended for various offenses and many students were suspended multiple times.	We have set a S.M.A.R.T. goal to reduce the number suspensions in all grades from 173 to 86 (down 50%) by June 2009. Also, with a specific focus of reducing the number of students who get suspended more than once from 32 to 18. In order to meet this goal, the school will provide student incentives and will use case managers to maintain discipline.

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

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Math WASL	At WSHS, students have performed significantly lower on the Math WASL than on the Reading and Writing WASL. Almost 50% of our students were not passing the Math WASL, a requirement for high school graduation.	Increase the percentage of 10 th grade math WASL passing rate to 4% (up to 54%) or exceed the Seattle School District Average for the school year 2008-2009. Increase AYP proficiency of Low income (40.2%0), African American (30.7%), and Latino students (52.2%) to 63% and AYP participation for SPED students by June 2009.
Science WASL	Only 31% of our students were passing the Science WASL. While science has always been an important part of the curriculum as WSHS, it has not been an area targeted for improvement. Since the class of 2013 needs to pass the science WASL in order to graduate and they will be at WSHS next year, it is time to focus on this area.	Increase the passing rate for sophomores (Class of 2011) from 32% to 50% on the Spring Science WASL exam.
Attendance	Average daily attendance in 2007-2008, 87%, was low. Higher attendance rates are needed in order for our school strategies to be effective.	Improve overall (grades 9-12) average daily attendance rate by 3%, from 87% to 90%, by June 2009. Improve average daily attendance rate (84% in 07-08) of 9 th graders by 6%, to 90%, by June 1, 2009.
Discipline	Our discipline data shows that students are receiving a higher rate of suspensions which work counter to improving academic achievement.	Reduce the number suspensions in all grades from 173 to 86 (down 50%) by June 2009. Also, with a specific focus is reducing the number of students who get suspended more than once from 32 to 18.

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.

Math: By increasing the number of student who meet standard on the Math WASL, our school will contribute to the district's student performance target of 82% of 10th graders meeting or exceeding standard on the math WASL standards by 2012-13.

Science: By increasing the number of student who meet standard on the Science WASL, our school will contribute to the district's student performance target of 80% of 10th graders meeting or exceeding standard on the science WASL standards by 2012-13.

Attendance/Discipline: By increasing our school's average daily attendance rate to 90% and decreasing discipline, we will contribute to the district's student performance target for on-time 9th graders earning at least five credits and four-year graduation rate.

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?

- Aligning curriculum within core subject areas.
- Defining academic rigor within bell to bell instruction.
- Aligning professional development for staff to target academic interventions.
- Expanding parent and community partnerships

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: School Staff: WSHS's BLT includes 5 certificated teachers, 1 special education paraprofessional, 2 parents, and 1 principal. WSHS C-SIP goals, strategies, and activities included input from the BLT including the involvement of 2 parents, Instructional Council, and all staff members provided direction through a data carousel feedback process.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	The C-SIP focus areas have been presented to the 9 th grade parents at Orientation, to our community members at Open House, and to the PTSA at their September meeting this fall.
	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*

<i>Topic</i>	<i>Description</i>
(<i>Title I Schools</i>) How is the school using the 10% set-aside for professional development?	NA
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 (low income, Black, and all students) and in math participation (special education students 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: Math WASL

Lead Responsibility:

Math Department, Bruce Bivins – Principal, Huong Nguyen – Math Teacher

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

1. Increase the percentage of 10th grade math WASL passing rate to 7% (up to 57%) or exceed the Seattle School District Average for the school year 2008-2009
2. Increase AYP proficiency of Low income (40.2%), African American (30.7%), and Latino students (52.2%) to 63% and AYP participation for SPED students by June 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Make sure all Math 2 students are prepared to take WASL	<ul style="list-style-type: none"> • All Math 2 students 	Year-round	Math 2 teachers	The Math 1 and 2 curricula will be vertically aligned with the eight math strands tested on the WASL. Math teachers will use WASL language and teach to the GLE's supported WASL strands.
Develop math strand tests based on the 8 WASL strands using WASL language	<ul style="list-style-type: none"> • All students 	At the end of each unit test	Classroom teachers	Re-teach and reassess students to make sure they master each math strand

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
WASL support materials and OSPI math WASL release items will be used to supplement the math curriculum.	<ul style="list-style-type: none"> All students 	Approximately a strand/per quarter (7 quarters before the WASL if kids start 1st quarter of 9 th grade)	Classroom teachers	Students will be familiar with WASL type testing questions as well as understand the concepts and be able to apply them
Extra tutoring and resources will be provided for students that are not meeting WASL standards	<ul style="list-style-type: none"> Students who did not score well on the 9th & 10th Pre Math Test 	October 6, 2008 until WASL date	Mr. Drost or Ms. Huong	7 th or Zero Period tutoring will be offered twice a week. A variety of methods will be used including the Digital Learning Commons and one-on-one tutoring
Attendance Tracking	<ul style="list-style-type: none"> Struggling 9th and 10th graders 	Now	All teachers and other staff as needed.	Attendance is the most important indicator of grades. Follow through: call parents, meet with families

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>
Grade 9 th pre and post assessment test	All 9 th graders twice a year	Huong Nguyen	Assign 9 th grade students to the zero period or after school tutoring using the Digital Learning Commons (DLC)
WASL pre and post assessment test	All WASL students	Huong Nguyen	Assign WASL students who don't meet the standards to after school tutorial.
Assess each math WASL strand after each unit (align each strand with math curriculum).	All WASL students	Classroom math teachers	Teachers will use assessment data to guide instruction (re-teach/re-test the students who did not master the WASL strand assessment test)
By March 1, re-assess all 8 math strands.	All WASL students	Classroom math teachers	Re-assess students' current level of performance.
WASL students take practice examination once a week from March 1 to the WASL exam.	All WASL students	Classroom math teachers	Students are taught how to answer short and long questions based on math rubric.

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
PSAT	9 th , 10 th , and 11 th grade students/once per year	Head Counselor	Assign tutorial
ACT/EXPLORE	9 th graders	Head Counselor	Re-test/Re-teach

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>	
Collaboratively analyze student data (pre and post test)	Math teachers	Two days and three weeks in September	From the pre-test, students who don't meet both 9 th & 10 th grade math standards are required to attend mandatory tutorial either in the zero period or after school
WASL training for teachers and test taking skills	Math teachers	Twice a year, September and January	Math teachers learn to solve WASL problems to get accustomed to what it means to earn 4, 3, 2, 1, or 0.
Pre AP vertical team training for teachers who teach the same math levels 1, 2, 3, pre-Calculus	Same Math level teachers	Before school begins and once a month	Teachers who teach the same Math level meet before school to share their teaching practices and find common solutions to problems that arise in their math classes. These teachers will meet once a month to work on curriculum alignment and differentiated strategies to help students to meet math standards, etc.
Graphing Calculator training	Math teachers	Two or three times a year	West Seattle High School teachers who are experts in certain area of math strands such as algebra, probability, statistics, etc. provide training for other math teachers so that all West Seattle High School math teachers will use the graphing calculators with their students uniformly in all classes where it is applicable

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Number sense, geometric sense, probability, and solve problems/reason logically strands training	Math teachers	All year	West Seattle High School math teachers need to implement these four strands of mathematics in to their curriculum.
Training on Washington State math WASL writing – Know the state rubric	All teachers	First quarter of 2008	Math Coach, district expert

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent Information classes for math assistance	<ul style="list-style-type: none"> Parents of students who have not passed the WASL 	Start mid October 2008	Math Department	Teach parents to help students with math homework. Parents need to know and understand how important it is to learn math and how to make their students accountable.
Overview on WASL for parents and community members	<ul style="list-style-type: none"> Parents of all 9th and 10th grade students & interested community members 	November 2008	Math department and counselors	Evening or Saturday sessions to go over WASL the math test for families and community members
Math nights or Math Fairs	<ul style="list-style-type: none"> 9th and 10th grade families 	One per quarter	Math department	Quarterly "Math Fairs" in common with representatives from industries that use mathematics (carpenters, mechanics, engineers, etc.) Ask Boeing to sponsor us by giving away pencil, pen, papers, ruler, etc. Tie to a Job Fair Community College job training Serve Pie (Pi)

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Science WASL

Lead Responsibility:

Science Department, Jenni Maughan-MacDonald (AP in charge of Science dept)

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

1. Increase the passing rate for sophomores (Class of 2011) from 32% to 50% on the Spring Science WASL exam.
2. 20% of freshmen will take the Science WASL exam during their freshmen year (Spring 2009).

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Curriculum alignment to science GLE's at 9 th and 10 th grade	<ul style="list-style-type: none"> • All 9th and 10th grade science students 	Ongoing	9 th and 10 th grade science teachers	9 th and 10 th grade teacher will continue to align their curriculum with state and WASL standards. Student will be taught curriculum that directly correlate to the science WASL exam
WASL word walls	<ul style="list-style-type: none"> • All 9th and 10th grade science students 	Ongoing	9 th and 10 th grade science teachers	Teacher will develop and use word walls in their classrooms to help students know and understand WASL vocabulary.
Teacher norms and expectations	<ul style="list-style-type: none"> • All students 	Ongoing	All staff	Teachers will express the importance of the science WASL exam through modeling, discussion, and expectations.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Longer science courses	<ul style="list-style-type: none"> All students enrolled in science courses 	2008-2009 and on	District mandate	Students are now enrolled in year long science courses at the 9 th grade level.
Mainstreaming all ESL students	<ul style="list-style-type: none"> All ESL students 	Fall 2008	Jenni Maughan-MacDonald	ESL students are now in year long science courses with hands on labs and exposure to science materials and text.
MESA course	<ul style="list-style-type: none"> Minority students 	Second Semester 2009	Monique Philp	MESA will expose minority students to the world of science and how it can be applied to their lives. Teaching critical thinking and exposed students to strategies that are useful on the WASL.

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>
Mock Science WASL by strand (pre and post assessments)	All 9 th and 10 th grade students	Science Department	Teachers will be able to assess students' baseline knowledge for each science strand.
WASL	10 th grade students	Regina Carr	The Science WASL provides administration, science teachers, and families with individual assessment data and provides information for school-wide improvement needs.

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>	
PToS pilot PD	Donelan, Hurley, Williams	Every month	Professional Development for 9 th grade teachers implementing new physical science textbook. Workshops address the implementation of lab based curriculum and assessment as well as modeling formative assessments.
Cross curricular work with vocabulary and testing format	LA and Science Dept.	PD early release – Oct. 29	LA and science teachers will work together to establish cross curricular use for vocabulary and WASL testing formats used on the science WASL exam.
Science WASL for staff	All staff	Once early in the 2008 school year	Staff will take a portion of the science WASL and have peers score their answers so that staff have a better understand of what is expected of students on the science WASL
Biology teacher PD	Barth	Every month	Professional development for 10 th grade teachers implementing biology curriculum.

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>
PTSA newsletter/Westside notes	<ul style="list-style-type: none"> • PTSA families 	ASAP	Jeff Ursino	Inform parents via newsletter and Westside notes about importance of taking science WASL and what is to be expected on the WASL
Newspaper article	<ul style="list-style-type: none"> • All students who read the Chinook 	ASAP	Rebecka McKinney	Have a student article about the importance of the WASL exam
Letter home	<ul style="list-style-type: none"> • All 9th and 10th grade student and their families 	ASAP	Jenni Maughan-MacDonald	Send letter home to all families about science WASL
WSHS website	<ul style="list-style-type: none"> • All students, families and community members 	Nov. 2008	Bruce Bivins and Jenni Maughan-MacDonald	Update the school website to be more user friendly with more information for the community at large. Dedicated page for the WASL.
Parent Information classes for science assistance	<ul style="list-style-type: none"> • Parents of students who have not passed the WASL 	Start mid October 2008	Science Department	Teach parents to help students with science homework. Parents need to know and understand how important it is to learn science and how to make their students accountable.
Overview on WASL for parents and community members	<ul style="list-style-type: none"> • Parents of all 9th and 10th grade students & interested community members 	November 2008	Science department and counselors	Evening or Saturday sessions to go over the science WASL test for families and community members

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Science nights or Science Fairs	<ul style="list-style-type: none"> • 9th and 10th grade families 	One per quarter	Science department	Quarterly "Science Fairs" in common with representatives from industries that use scientist (carpenters, mechanics, engineers, etc.) Ask Boeing to sponsor us by giving away pencil, pen, papers, ruler, etc. Tie to a Job Fair Community College job training

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Attendance

Lead Responsibility: Entire Staff, Nancy Cromer

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

1. Improve average daily attendance rate (84% in 07-08) of 9th graders by 6%, to 90%, by June 2009.
2. Improve overall (grades 9-12) average daily attendance rate by 3%, from 87% to 90%, by June 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Parent Communication/Early Intervention	<ul style="list-style-type: none"> • All students with two or more unexcused absences 	Weekly	Attendance staff	After 2 unexcused absences a student attendance letter is mailed via Ms. Cromer. Copy of letter to AP's for follow up conferences.
Hall Sweeps	Skippers/off task hall students; students w/o hall passes	All year, re-evaluate as needed.	admin, security	Establish a clear message that malingering in the hallways will not be accepted. Escort to class; no hall pass published weekly on email.
DEN mentoring/monitoring	<ul style="list-style-type: none"> • Unexcused abs by 9th graders in DEN. 	Weekly	DEN teachers	Weekly monitoring and calls home of students with 2 or more unexcused absences in DEN

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Student Attendance Agreements (SAA's)	<ul style="list-style-type: none"> All students who are truant 	Weekly/Monthly	Assistant Principals	Students with excessive absences will be placed on a truancy contract. SAA's have been known to reduce truancy in 75% of most truancy cases.
Parent communication	<ul style="list-style-type: none"> All students who miss four or more of the same class in one week. 	Weekly	All staff	Teacher of the class that student is enrolled in will make parent contact about absences and notify the appropriate administrator.
Phone calls home for non-English speaking parents	Weekly; bilingual students	Bilingual IA's	Bilingual IA's will call home for bilingual students who have excessive absences. IA's will schedule parent conferences as needed.	Phone calls home for non-English speaking parents

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>
Progress monitoring via the Source.	All classes, at least twice per month	All classroom teachers	Interventions will begin at the classroom level, to find out what is going on that is leading to attendance issues. Contact will be made with parents to inform them of the concern. Additional interventions will follow if truancy issue is not resolved.
Weekly Attendance Reports	All students, weekly	Teachers, Asst. Principal, 9 th grade counselor, Nancy Cromer	Monthly attendance reports will allow teachers, administrators, and counselors to identify students who are absent frequently and to intervene immediately.
Truancy Reports	All truant Students	AP's, 9 th grade truancy coordinator	Truancy reports will allow administrators to document school attendance patterns and to meet with parents to sign SAA's (student attendance agreements) for truancy.
Download and review lists that show which students have been absent from school-day or 1 or more classes.	Freshman class; weekly	9 th grade counselor, Academic Intervention Specialist	We will be able to identify a pattern of truancy before it becomes a bigger problem. Students who are identified as at-risk (unexcused absences from class or school) will be brought in to speak to their Counselor and/or AIS.

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
Calculation of average overall attendance.	All grades; at the end of each quarter.	Counselors and Administrators, with assistance of Attendance Office staff.	We will assess the average attendance to compare it to our goal for overall attendance for the school year for each grade. If the average is more than 5 percentages points lower than the goal, we will modify our policies and/or interventions at the quarter so that new strategies are put into place to address the issue.

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>	
Staff training on attendance	All who are responsible for attendance.	Soonest PD day; twice a year to accommodate changes in software	Staff will receive training on the importance of attendance tied to academic achievement. Training on eSIS, Source and even EGP to get the accurate views on students' attendance, how to correct absences and on maintaining a classroom attendance plan.
Attendance script for calling home.	Appropriate staff	Early dismissal days	Use these "available" hours to have designated staff make calls.

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>
Community information	Local businesses	Nov. 2008	Administration	Let business owners know the schedule and hours of the school and when students should be in class.
Source	All parents/guardians	Daily	All staff	Teach parents how to log on and navigate the Source.
10 week progress reporting	All students	4 times per year	Kathy Newman	Add attendance and tardy data to each class for progress reports.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: DISCIPLINE

Lead Responsibility: Entire staff, administration

S.M.A.R.T. Goal: #1. Reduce the number suspensions in all grades from 173 to 86 (down 50%) by June 2009. Also, with a specific focus is reducing the number of students who get suspended more than once from 32 to 18.
 #2. To improve overall school climate and simultaneously reduce the number of total student discipline issues, we will increase the average score for Latino and African American students on the district administered School Climate Survey, questions #33, 55, 56, and 58, from 3.1% to 3.9% on the 2008-2009 survey.

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>
Positive Rewards	<ul style="list-style-type: none"> All students 	All year, as needed	All staff Carrie Burr	Top Cats is already being used; teachers and staff recognize good citizenship and effort on the part of all students with yellow Top Cat awards, weekly drawings for prized based on who is awarded for good behavior, attendance, etc.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Focus Groups	<ul style="list-style-type: none"> • Students with ongoing disruptive behaviors 	As needed	Anne Powell, Virginia Metz, THC-mental health counselor, Sandy Polzin, Counselors	Focus groups for students with disruptive conduct.
Saturday Work Crew	<ul style="list-style-type: none"> • All students 	Once a month, more if necessary.	Teachers Administration	At a minimum, one Saturday per month staff and administration will facilitate a Saturday work crew for students with disruptive or insubordinate behavior.
Parental Involvement	<ul style="list-style-type: none"> • For all first time suspended students 	As needed	Referring teacher Admin	As soon as a student is suspended it is required that the parents/guardians are contacted, and that student is not allowed to come back on campus until the parent has met with the teacher (any one of the student's teachers is eligible to volunteer to be in this meeting), supervising admin, and student involved.
Multi-cultural club	<ul style="list-style-type: none"> • All students 	08-09	Club Advisors	
Student Panels	<ul style="list-style-type: none"> • Students at each grade level 	08-09	Burr	Have ASB class officers facilitate a student panel discussion on areas identified in the school climate survey during grade-level meetings.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Cultural Component	<ul style="list-style-type: none"> All 	08-09	Individual teachers	Teachers will acknowledge the individual likes, values and beliefs, family and ethnic norms, etc. within class lessons, activities, and projects.
Display Multi-cultural material	<ul style="list-style-type: none"> All 	08-09	Individual teachers Department heads	Display a variety of cultures in the classrooms.

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>
Monthly suspension reports	All suspended students	Administration	Use current data to look for patterns and trends.
Classroom Observation	All students, all year	Administration and classroom teachers	Look for cultural competences during walk-throughs. -Visuals that include diversity -Multicultural perspective embedded into the lesson -Variety of students involved -Clear expectations of respect and equity posted and demonstrated.

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>	
WEA training for the focus groups	All staff	At West Seattle, after school or on PD days, hour or two – they can also occur as needed for the focus groups as they are needed (sexual harassment, anger management, bullying, discrimination etc)	The WEA will provide free trainings for any WEA member on how to recognize and handle the various topics of the focus groups we want to hold. Staff members who want to become a leader of that focus group, and either train another staff member, or lead the focus group.
Positive Discipline in the classroom training	All staff	09-10 school year	Staff can vote on having positive discipline in the classroom training for the next school year.

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>
Parental Contact	<ul style="list-style-type: none"> Any students exhibiting disruptive classroom behavior 	As needed	Teacher	When student is unwilling to meet teacher expectation or is disruptive in class.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Focus Groups	<ul style="list-style-type: none"> • Students assigned to focus groups 	As needed	Focus group leader	Letters explaining that their student has been placed in a mandatory focus group as part of their discipline plan will be sent out as soon as that student is assigned. Plus, this message will be conveyed at the required meeting.
Multicultural events	<ul style="list-style-type: none"> • All 	08-09	Multi-cultural club	Multi-cultural events to celebrate the various cultures at WSHS.

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>
Family and Community Engagement	Build more parent and community presence at school, conduct home visits, and have more communication with families	Hired a parent coordinator. Updating the school website to be more user friendly with more up to date information.
Reading	Targeted interventions via Read 180 and Collection of Evidence (COE) courses for students to enable students to pass the reading WASL.	Identify students through the scholastic reading inventory (SRI) who read below grade level or using WASL data determine which students have not passed the reading WASL.
Writing	Targeted interventions via Collection of Evidence (COE) courses for students to enable students to pass the writing WASL.	Identify students using WASL data to determine which students have not passed the writing WASL.

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

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
WSHS Foundation	The West Seattle High School Foundation strives to enrich and enhance the long-term quality of West Seattle High School; it's academic, arts, athletic and extracurricular programs through private and community contributions. The Foundation is dedicated to supporting the faculty and administration and to creating a legacy of commitment to position West Seattle High School as a world-class educational institution for the benefit of the community. It is the catalyst and conduit through which gifts flow to provide immediate and long-term support for the high school to foster a positive learning environment for all students in a culture and surroundings of academic excellence.	Once a month	WSHS foundation	Private \$25,000 donation to target math tutors.	Ongoing, yearly
WSHS PTSA	<ul style="list-style-type: none"> • 2 parent representatives on the Building Leadership Team • A parent representative on the Safety Committee • A parent representative on the 2008-09 School Budget Committee • Partnership with the Latino Parent Committee, working to advocate for and 	Once a month for general meetings, once a month for board meetings		\$23,000 in net revenues through a community auction Provided over \$13,000 in teacher grants & leadership	Ongoing, yearly

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	support Bilingual students and their families <ul style="list-style-type: none"> • Addressing the School Board and Superintendent on school issues • Parents serving on Interview Teams for hiring • PTSA Presidents partnering with the WSHS Foundation for community support and fundraising 			directed initiatives	
WSHS Alumni Association	The WSHS Alumni Assoc. provides scholarship money for WSHS graduates.				Ongoing, yearly
Neighbor Care Health	School Based Health Centers address non-academic barriers to learning through the on-site provision of adolescent-focused primary health and mental health care.	Operating hours of the school w/ some before and after school services.	Family and Education Levy Funds Sponsor contribution Patient Generated Other Revenue	Approximately \$300,000 (\$200K FEL and \$100K other)	Since 1992

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing <i>(when, how often)</i>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Request For Investment City Levy Funding Program	City and SPS partnership to build strong transitions for 9 th grade students from 8 th grade to high school. Also, ensuring that students have a successful start to high school and are equipped with the necessary tools for the successful completion of high school. Program outcome objectives include providing supportive services (truancy specialist, 9 th grade counselor, academic intervention specialist, and YMCA senior youth director) to identified high risk students to prevent drop out from high school and promote successfully to 10 th grade by passing all core classes and obtaining appropriate amount of credits at the end of freshman year to be promoted to the 10 th grade.	Annual evaluation with performance targets monitored and measured.	\$350,000		Annually (Levy Ends 2012)