

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Adams School

Dr. Anne Johnson, Principal

2008-10



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Revision History

Revision Number	Date	Comments
Revision 1	October 29, 2008	Edits by Office of School Improvement
Revision 2	December 11, 2008	C-SIP Peer Reviews
Revision 3	January 7, 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.

Adams Elementary School believes in providing challenging, differentiated instruction that addresses the academic, emotional and social needs of all students. We are an arts integrated school and incorporate the visual arts, dance, music, drama and art instruction across the curriculum.

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	Based on WASL and staff observation, writing instruction needs to be aligned and consistent.	We are implementing Writer’s Workshop and training all K-5 staff.
2	WASL math scores drop between 3 rd and 4 th grade.	Data teams will continue to focus on math and staff will participate in district professional development.
3	ELL students are disproportionately failing to meet standard in all WASL tests.	ELL instruction will be more sharply focused on math and writing support.
4	Based on staff analysis, our arts integration program needs further development.	Survey results and analysis will be used to build new partnerships and create a 3-5 year plan.
5	Based on WASL data, special education students are not meeting standard.	4 th grade resource room students will receive targeted instruction to increase reading skills.

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	4 th grade WASL math scores are below district and are below our 3 rd and 5 th grade school scores.	At least 65% of 4 th grade students will meet or exceed the state standard in math as measured by the 2009 WASL, up from 46 % in 2008.
Writing	Only 32% of 4 th graders met standard on the WASL in the areas of content and organization. Teacher assessments in other grade levels reflect a similar need.	At least 55% of the 4 th grade will meet or exceed the state standard in content and organization on the 2009 WASL, up from 32% in 2008.
Reading	Special education students in 4 th grade did not make AYP in reading.	60% of the resource room students in 4 th grade will meet or exceed state standard in reading as measured by the 2009 WASL, up from 40% last year.
Arts Integration	The parent/ teacher arts committee analyzed the current arts program and identified areas of our plan that need to be revised, expanded and enriched.	The arts committee will complete a 3-5 year plan for the next phase of the arts integration program by June 2009.

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

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

Our school C-SIP supports excellence in every classroom by focusing on strengthening our reading, math and writing instruction. The strategies outlined also support the goal of engaging stakeholders and collaborative leadership.

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

SECTION 1: OVERVIEW

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?

We use flexible grouping, differentiated instruction, and extended time to meet the learning needs of students. We use our targeted LAP funds to support students who fail to meet standard but are not being served by ELL or LAP. Extended time and tutoring are also available in math and reading.

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:	Adams School BLT consists of the Principal, 8 classroom teachers (3 Primary, 2 Intermediate, 3 Special Ed), the Librarian, and a Bilingual IA (representing Classified and Bilingual). We have 2 parent reps, one of whom is the PTA President. <ul style="list-style-type: none"> The BLT participated in reviewing the draft of the CSIP on September 9 and 30, 2008, and approving the final edition
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> C-SIP goals/strategies/activities include input from BLT); We have 2 parents on the BLT who are our parental liaisons. One is the PTA president and she is our link to their board. The parent representatives on the BLT participated in the BLT discussions about the CSIP and disseminated information to parents on October 2, 2008.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
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)

This is the first year that our school did not make AYP in Spring 2008 in Reading (Special Ed) and Math (Special Ed) . So, we are not identified as a "School in Improvement."

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility: Principal, classroom teachers

S.M.A.R.T. Goal: At least 65% of 4th grade students will meet or exceed the state standard in math as measured by the 2009 WASL, up from 46 % in 2008.

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>
Targeted intervention	<ul style="list-style-type: none"> All students not meeting grade level standards. 	October 08-June 09	Teachers, tutor coordinator, tutors	Teachers identify students in need of additional support based on standardized test scores, EDM assessments and CBAs. Tutors are assigned to work with individuals and small flexible groups of students in a pull out and push in model.
Extended time	<ul style="list-style-type: none"> Intermediate students who need additional support to meet standard. 	October 08-June 09	After school staff	Students receive assistance in homework club.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Differentiate math instruction to accelerate learning for all students.	<ul style="list-style-type: none"> Students identified as accelerated learners in math by either the district ALO assessment or teacher assessment. 	October 08-June 09	Teachers	Students receive math instruction at their instructional level regardless of grade level. The strategies include grouping within the classroom, "walk to math" and ALO math groups.
Enrich math program by adding after-school and family math activities.	<ul style="list-style-type: none"> Any student interested in math 	October 08-June 09	Math club teacher	Explorations in Math offers after school math club, monthly math contests and Family Math night.
Implement High leverage teaching strategies	<ul style="list-style-type: none"> All students 	Ongoing	Classroom teachers	Teachers teach content and process terms. Reasoning and justification are emphasized in problem solving. Math journals are used at all grade levels, as appropriate.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
EDM assessments (pre and post)	All students	Teachers, data teams	Diagnostic information for teaching and reteaching will help teachers form flexible instructional groups and accelerate instruction for those students who require it.

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
Teacher/tutor formative assessments	All students	Teachers, data teams	Diagnostic information will help teachers pace instruction and identify concepts that need reteaching.

Note: Please delete or add rows as necessary

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District math PD	K-5 teachers, ELL and Sp Ed staff	4 times during school year	Adams and West Woodlands staff is partnered for the district math professional development program.
Analysis of district assessments	1 st -5 th grade teachers and ELL and SpEd staff	3 times during school year during staff meetings.	Staff will analyze district assessment results to identify grade level and across grade level trends.

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>
Host Family Math Night to increase parent understand and support of math curriculum.	<ul style="list-style-type: none"> All families 	February 09	Math club teacher	Through the Explorations in Math enrichment program, math games and information are offered to families.
Use Building Leadership Team parent reps to increase communications to community about school issues.	<ul style="list-style-type: none"> All families 	Ongoing	BLT parent members	Parents on the BLT will be liaisons to the PTA board and larger parent community to share information on the school's instructional goals.
Create curriculum maps to articulate instruction across grade levels and use as a communication tool for parents.	<ul style="list-style-type: none"> All families 	Ongoing	K-5 Teachers	All teachers will post year long curriculum maps. The maps will also be posted online for easy parental access.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Writing

Lead Responsibility:

Principal, teacher leaders for Writer’s Workshop, classroom teachers

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

At least 55% of the 4th grade will meet or exceed the state standard in content and organization on the 2009 WASL, up from 32% in 2008.

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>
Improve teachers’ instructional effectiveness with training in Writers Workshop	All K-5 students	August 2008 with follow up sessions	Teacher leaders Principal	2 trained teachers, one primary and one intermediate, will train staff in Writers Workshop methodology and provide opportunities for ongoing discussion and support.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Focus ELL support and instruction on writing process and strategies	<ul style="list-style-type: none"> • ELL students in 4th grade who did not meet WASL standard in writing • ELL students in K-3 and 5 who are identified by their teachers as needing additional support. 	Ongoing	ELL staff and classroom teachers	ELL staff will use GLAD and Writer’s Workshop strategies to support emerging ELL writers. Vocabulary development and writing fluency will be targeted.
Use public records to celebrate student work	<ul style="list-style-type: none"> • All students 	Spring 09	Teachers	Author’s Celebration will be held to honor student writing.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Writer’s workshop rubric for each unit of study	All students	Classroom teachers and ELL staff	Identify areas of writing instruction that need further emphasis

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>	
Writers Workshop training	All K-5 staff	One initial session in August with follow up once a trimester.	Teacher leaders will train and provide ongoing support to primary and intermediate teachers.

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Public record to share writing	<ul style="list-style-type: none"> • All families 	Ongoing	Teachers	Teachers will share writing process and products with families on an ongoing basis through classroom communications, school newsletter, author's celebration and classroom and school displays of student work.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Reading

Lead Responsibility: Special education staff, classroom teachers

S.M.A.R.T. Goal: 60% of the resource room students in 4th grade will meet or exceed state standard in reading as measured by the 2009 WASL, up from 40% last year.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Integrate comprehension strategies from Stephanie Harvey in special education instruction.	<ul style="list-style-type: none"> All Resource room students with special emphasis on 4th graders. 	Ongoing	Resource room teacher	Teachers will use think alouds and connecting text to real life experiences to help students with comprehension skills.
Interactive read aloud strategies will be incorporated into Special Education instruction.	<ul style="list-style-type: none"> All Resource room students with special emphasis on 4th graders. 	Ongoing	Resource room teacher	Teachers will model fluent reading and model thinking processes.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Guided reading strategies will be used in Special Education reading instruction.	<ul style="list-style-type: none"> All Resource room students with special emphasis on 4th graders. 	Ongoing	Resource room teacher	Teachers will use culturally relevant, instructionally appropriate texts to teach comprehension skills.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Teacher observation Oral and written comprehension questions	4 th grade resource room students	Special education staff	Data will show whether students understand fiction and nonfiction text. Instruction will be adapted based on those results.

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>	
District literacy trainings	Special education staff and classroom teachers	Ongoing during the year, as offered by the Literacy department.	Varies

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Staff training/discussion of balanced literacy strategies	Classroom teachers	Periodic discussion/training will occur at staff meetings at least once a trimester.	Varies

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Build Parent /teacher collaborations to strengthen arts program.	<ul style="list-style-type: none"> • All 	Ongoing	Arts committee	Parents and teachers are working together to continue to build and enrich the arts integration program.
Host Family events to increase family involvement and appreciation of arts program.	<ul style="list-style-type: none"> • All 	Spring 09	Teachers	Celebration of arts at Adams School

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Arts integration	Adams School will complete a 3-5 year plan for the next phase of the arts integration program by June 2009.	<ul style="list-style-type: none"> • Conduct a needs assessment to review trainings, projects and activities offered during the last 6 years. • Collaborate with Arts Ed in Washington to develop arts integration plan for the next 3-5 years • Work with district arts department staff

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Tutoring	\$5,000	Y	Baseline	None
		\$20,000	Y	PTA	
	Explorations in Math	\$2,500	Y	Baseline	
	Professional development	No cost to building	Y	District	
Writing	Writer's workshop	\$500	Y	Baseline	None
Arts Integration	Planning committee	No cost to building.	NA	PTA and baseline	None
	Professional development	Cost will be determined by training identified in the June 09 plan.	Y		
Reading	Tutoring	\$4,900	Y	LAP	None

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
PTA	Avery active parent-teacher group that supports academic and enrichment programs, provides resources to classroom teachers and organizes family involvement events.	Daily	Yes	Fundraising	Ongoing
Explorations in Math	Community math organization that provides training and materials to support math clubs, monthly math puzzles, Family Math night and classroom coaching.	Several times a year to support Family Math night and the after school math club.	None	NA	3 years
Local colleges	Multiple higher education organizations provide us with tutors and teaching interns.	Daily tutors; interns vary according to university program requirements.	None	NA	Ongoing
Arts Impact	State group that will work with staff to plan and implement 3-5 year art plan. Provides staff development and supports classroom teachers in the arts.	2008-09	None	NA	1 st year
Kids Co, BCC and Boys and Girls Club	Daycare providers who serve school families.	Daily	None	NA	Ongoing
King County Waterworks	Grant partner in rain garden project	Life of grant	Yes	\$69,000	2008-09
City of Seattle, Dept. of Neighborhoods	Playground renovation	Life of grant	Yes	\$60,000	2008-09