

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Alki Elementary School

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Revision History

Revision Number	Date	Comments
Revision 1	October 29, 2008	Edits by Office of School Improvement
Revision 2	December 10, 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.

Our students’ academic achievement is the bottom line for Alki’s principal, teachers, staff, parents/guardians, and community partners who will work as a team to ensure that they receive an excellent education within a safe, culturally responsive school. Active participants believe they are accountable and will use any means necessary to make it happen for all of the children.

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 our 2008 WASL mathematics results, 22 fourth grade students and 11 third grade students did not meet standard.	<ul style="list-style-type: none"> Wrote S.M.A.R.T. goal to increase the percentage of students meeting math standards: in 3rd, 4th, and 5th grades to 80+%. Sixty-nine 4th and 5th graders will increase/sustain their current performance levels; fifteen will move from Level 1 to Level 2; and seventeen will move from Level 2 to Level 3 on the 2009 math WASL. Levels 1 and 2 students will receive additional math instruction from the LAP intervention person in areas of weakness as written in their SLPs. ELL and IEP students will receive “push in” math instructional support in their regular education classrooms to accelerate and monitor the learning to ensure mastery within identified areas of weakness.
2	Based on our 2008 WASL reading results, we want to move nine 4 th graders from Level 2 to Level 3 and twenty-two 3 rd graders from Level 3 to Level 4.	<ul style="list-style-type: none"> Wrote S.M.A.R.T goal to increase/sustain the percentage of students meeting the reading standard in 3rd, 4th, and 5th grades to 87+%. Current 4th and 5th grade students (78) will read at standard and move 4 students from Level 1 to Level 2; and move 37 students from Level 3 to Level 4 on the 2009 WASL reading. All Pre-K-5 students will participate in the Alki Reads – the home to school reading partnership.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
3	Based on our 2008 WASL writing results, thirty 4 th graders did not meet standard in writing.	<ul style="list-style-type: none"> Wrote S.M.A.R.T. goal to increase the percentage of 4th graders meeting the writing standard from 49.2% in 2008 to 55% on the 2009 WASL writing.
4	Based on our 2008 WASL results, twenty-seven 5 th graders did not meet standard in science.	<ul style="list-style-type: none"> Wrote S.M.A.R.T. goal to increase the percentage of 5th graders meeting science standard from 35% to 55+% on the 2009 WASL science.

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
Mathematics	Establish uniformity/continuity to all students' math instructional program within the SPS system by having selected/ implemented the Everyday Mathematics program across grade levels to accomplish key milestones in mathematics - a critical core academic subject area.	Increase/sustain the percentage of students meeting the mathematics standard in 3 rd , 4 th , and 5 th grades to 80+%. Sixty-nine 4 th and 5 th graders will sustain their current performance levels; 15 will move from Level 1 to Level 2; and 17 will move from L3 to L4 on the 2009 WASL.
Reading	Students' have to be proficient in reading by the end of third grade to be prepared for content area reading challenges at the middle and high school levels.	Increase/sustain the percentage of students meeting reading standard in 3 rd , 4 th , and 5 th grades to 87+%, including moving 4 students from Level 1 to Level 2; and moving 37 students from Level 3 to Level 4 on the 2009 WASL.

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Writing	We have build staff consensus that writing is a core academic subject in which all students need to be proficient before they enter middle school. Teachers identified this to be a focus area last year and agreed to and have participated in the Writers' Workshop training sessions. We are committed.	Increase the percentage of 4th graders meeting the writing standard from 49.2% in 2008 to 55+% on the 2009 WASL writing...
Science	Science is a high school graduation requirement, and early preparation, motivation, and interest begins at the elementary level. We want our students to learn the joy of discovery and the fundamental principles of inquiry-based thinking.	Increase the percentage of 5 th graders meeting the science standard from 35% to 55+% on the 2009 WASL science.

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.

- Alki's school plan is consistent with the District's (Five Year)Strategic Plan goals to increase students' performance in the following two areas:
1. 80% of 3rd grade students will meet or exceed mathematics standards.
 2. 80% of 7th grade students will meet or exceed writing standards.

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?

Alki's diverse student population encourages stakeholders to maintain a culturally responsive focus to ensure that all students receive an excellent education. We look for opportunities to expand and enrich our thinking about how to meet the intellectual, emotional, and social needs of each child equitably and fairly. It's a struggle that will determine our collective worth as effective educators.

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 teachers (preschool, primary, and intermediate) one classified staff member, Parent, and Principal. • BLT leads the process of comprehensive school review including studying WASL data and classroom-based assessments, and input from staff. Principal incorporated information with S.M.A.R.T. goals to C-SIP plan.
	District:	Instructional Directors (IDs); School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; and in the future will include at least one parent for whom English is not the primary language. • C-SIP will be presented @ next BLT meeting early November.
	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; C-SIP plan template was distributed (which was revised Fall 2008), engaged BLT and staff 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
(<i>Title I Schools</i>) How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

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

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

SECTION 1: OVERVIEW

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

Our school made AYP in Spring 2008, in both Reading and Math for all student groups.

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: MATHEMATICS

Lead Responsibility:

Principal, LAP teacher, and three newly selected math lead teachers.

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

Ninety percent of kindergarten students will score 80% or higher on the End-of-Year EDM assessment. Ninety percent of first and second grade students will score 80% or higher on the spring 2009 District Benchmark Assessment. The number of 3rd grade students meeting the math WASL standards will increase from 70% to 80%; the number of 4th grade students meeting the math WASL standard will increase from 58% to 75%; the number of 5th grade students meeting the math WASL standards will increase from 66% to 75%. Student performance increases will be reflected on the 2009, spring WASL.

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>
Correlate grade level pacing charts to lessons taught.	<ul style="list-style-type: none"> All K- 5 students 	Every day	Principal in collaboration with the LAP teacher and three math lead teachers.	K-5 th grade staff will participate in EDM cohort math sessions with Gatewood & Arbor Heights teachers to align key elements of the EDM curriculum to include the pacing guide component with students' instructional and assessment needs.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify L2 and below students to receive small group instruction.	<ul style="list-style-type: none"> • 2nd – 5th graders who are performing L2 and below. 	Per schedule developed in collaboration with teachers to include bilingual and special education resource teachers.	Laurie Iba	LAP teacher lead small group instruction for 30 minutes a day, 4 days a week.
Identify L3 students and above to receive an accelerated approach to their instructional program.	<ul style="list-style-type: none"> • L3 or above 3rd, 4th, and 5th graders. 	Every day	Principal, Laurie Iba, and the math lead teachers.	Identify computer based software designed to engage the accelerated learner who is developmentally ready to work independently and in small groups on advanced/higher level thinking projects.
Analyze student work products.	<ul style="list-style-type: none"> • All K-5 students 	Twice monthly	Grade level team leaders	Grade level data team members will analyze student work to help monitor all students' progress, and guide teachers' instructional practice.

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>
District developed mathematics K-5 assessments	1 st -5 th graders will take the beginning, the mid-year, and the end of year district math assessments.	All K-5 classroom teachers with three math lead teachers facilitating.	K-5 teachers will use the mathematics assessment results to develop daily lesson plans and SLPs to monitor progress of students not performing to standard.
Mathematics component of the WASL	3 rd – 5 th grades	Laurie Iba/Joanne Hill	Key assessment information will inform and guide all of Alki’s (teachers, families, community partners) stakeholders toward school wide math improvement for all students.
Identify summative and formative assessments provided by the Everyday Mathematics curriculum	K-5 th graders will take the beginning and end unit assessments over the 2008-09 year.	K-5 classroom teachers	K-5 teachers will be able to identify and use the appropriate assessment tools designed to help them construct lessons/ activities to add value to all students’ mathematical learning.

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>	
District directed professional development workshops and trainings	Gatewood and Arbor Heights	Four times during the 2008-09 school year	Participation in mathematics cohort group will provide peer coaching and support in key math areas of assessment, instruction, and high leverage instructional practices.
Grade level/whole group team meetings focused on student performance results/data.	Grade level team members/Cross grade levels conversations.	Twice monthly	Activities will enhance and deepen analysis of student work, K-5 curriculum alignment, and strengthen content area writing skills and vocabulary development.

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>
Communicate monthly with families via EDM family letters and teacher based homework /study links.	<ul style="list-style-type: none"> All K-5th families 	One principal letter per month and a weekly parent generated letter, and teacher weekly homework updates to families	Interested parents and community partners who once attended Alki.	Alki has a few parents who have asked to assist teachers interested in starting math competitions between students in the intermediate grades. Two parents have implemented an after school chess club.
Organize WASL night	<ul style="list-style-type: none"> All K-5 families 	Annually (TBD)	PTA leadership	Families will have an opportunity to listen to a presentation about the WASL and to purchase materials that can be used at home to reinforce their children's math learning.
Invite university community partners to visit K-5 classrooms/and in assembly formats to talk about the life skills application of mathematics	<ul style="list-style-type: none"> All K-5 students 	Annually (TBD)	PTA leadership (TBD)	A few family members have connections to university settings where individuals connected to science and math departments want to present information to students. (We're exploring the availability and the possibility).

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: READING

Lead Responsibility:

Principal, Jim Grunewald, Laurie Iba, Reading Committee Members

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

Increase 3rd grade scores from 80% to 90% of students meeting standards on the WASL reading; increase 4th grade scores from 65% to 75% of students meeting standards on the WASL reading; increase 5th grade scores from 81% to 90% of students meeting standards on the WASL reading. Increase in all students' performance will be reflected on the 2009 spring WASL.

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>
Provide a balanced literacy program	<ul style="list-style-type: none"> • All Pre-K – 5th grade students 	Every school day	K-5 teachers and PCP and Jim Grunewald, primary reading intervention person	K-5 classrooms will implement a balanced literacy program. The program will include all of the key elements such as guided reading instruction, vocabulary development, independent reading, writer's workshop practices;

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify students who are not performing to standard.	<ul style="list-style-type: none"> • 2nd -5th graders who scored below grade level on state and district generated assessments 	Three times a week	Laurie Iba	L.A,P. assistance focused on students' needs individually and group
Identify kindergarten and 1 st graders to provide them an opportunity to receive 1:1 or small group reading instruction	<ul style="list-style-type: none"> • Kindergarten and 1st graders who scored below standard on kindergarten readiness assessments 	Every day	Laurie Iba and Jim Grunewald	Focus on those students who scored below standard on kindergarten readiness assessments.
Identify students who are meeting or exceeding the standard in reading to provide them accelerated reading opportunities	<ul style="list-style-type: none"> • All K -2 students performing to standard or exceeding the standard on the 2008 DRA (Developmental Reading Assessment). • 	Every day	Principal, K-2 classroom teachers/librarian, reading committee members.	K-2 libraries will be implemented in each classroom Opportunities to read with intermediate grade students as their reading buddies. Access to computer-based program – Accelerated Reader.
Identify students who are meeting or exceeding the standard in reading to provide them accelerated reading opportunities.	<ul style="list-style-type: none"> • All 3rd-4th grade students performing to standard or exceeding the standard on the 2008 reading WASL 	Every day	Principal, 3 rd -5 th grade teachers/librarian, reading committee members.	Acquire 3 rd – 8 th grade leveled reader collections to enrich and deepen independent reading opportunities; increase non-fiction book collection in the school's library; access to the computer-based accelerated reader.

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>
Classroom observations	2-4 times a week	Principal	Classroom observations will be a tool to help collect evidence to measure whether or not teachers are implementing the 8 high leverage instructional practices and the 3 balanced literacy instructional focus areas; guided reading, interactive read alouds, and independent reading
DRA assessments	All K-3rd graders performing below the District performance expectations	K-3rd grade classroom teachers	The Developmental Reading Assessment provides data on all students' reading performance levels, informs teachers' reading instruction, and reflects student and teachers' progress/performance over time.
Readers Theater, book talks, book reports	K-5 th graders	K-5 th grade teachers, librarian, principal, reading committee members	These opportunities are designed to engage, motivate, and help to make connections to "language development" part of children's brains. All benefit and add value to each child's reading experience.

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>	
District level balanced literacy workshops/trainings	K-5 th grade teachers, IAs, interested staff	One or two or more times during the 2008-09 year	Teachers plan to observe reading and writing across the curriculum to learn how to identify each other's "high leverage instructional strategies."
Representatives from Houghton Mifflin & Pegasus publishers will provide a customized site-based training for teachers on how to correlate key components of each series to develop a balanced literacy program across all grade levels.	Principal, all instructional staff	November 2008 & February 2009 TBD	Representatives from the publishers of the two basal reading series teachers selected will consider offering instructional staff a follow-up customized site-based training for all instructional staff to provide them an update on how to use their textbooks as a tool to align with standards based instruction/develop key components of a balanced literacy program:

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>
Inform all families about expectations for all students' reading success.	<ul style="list-style-type: none"> Families of all K-5th graders 	September 2008-09 monthly PTA meetings	Principal/K-5 teachers/reading committee members	Principal will use PTA meetings to report goals relevant to increasing all students' reading performance and enjoyment. New and returning families to the Alki school community will receive a review of the initiatives, Alki Reads, and Read A Million Words.
Provide opportunity for families to support students reading improvement goals at home.	<ul style="list-style-type: none"> Families of all K-5th graders 	Daily is the expectation	Principal reading committee members and PTA lead parents	Presentations about ways family members can assist their children with their reading goals will be scheduled during PTA meetings twice a year: Reading Buddies, Read A Million Words, Alki Reads.
Invite authors to classrooms to present books they have written	Families of all K-5 th graders	TBD	PTA leadership	Some parents have expressed a desire to coordinate and implement a young authors' night to celebrate and present students' writing in a public forum.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: WRITING

Lead Responsibility: Principal, LAP teacher, Primary Literacy Support Person

S.M.A.R.T. Goal: Increase 4th grade scores from 45% to 60% of students meeting standards on the spring, 2009 WASL writing.

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>
Accelerate teachers' writing instruction across all grades.	<ul style="list-style-type: none"> All K-5th students will benefit from teachers improved writing skill set per teachers' agreement/commitment to learning high leverage instructional that will increase students' WASL writing performance. 	Every day	Principal, K-5 th grade teachers in collaboration with LAP, resource, and bilingual instructional staff	K-5 teachers and support staff will continue to receive training in the Lucy Calkins Writers' Workshop trainings. This is year 2 that they will participate in opportunities to improve their writing skills.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase writing process practice	<ul style="list-style-type: none"> • All K-5th graders 	Every day	Principal, K-5 th grade teachers in collaboration with LAP, resource, and bilingual instructional staff	High leverage instructional strategies will be implemented across the curriculum to develop students' narrative and expository writing skills. All students will experience an increase in writing practice in mathematics and science. Principal will observe writing instruction lessons, teachers will observe/serve as internal writing coaches to one another. Three lead teachers were selected and participated in on-going writers' workshop trainings.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WASL and teacher generated prompts	K-5 graders	Principal, K-5 grade teachers	K-5 grade teachers agree to participate in the Lucy Calkins Writers' Workshop to accelerate and improve their and students' writing learning.
Students' writing samples scores and shared during team and cross grade level meetings	K-5 th grade students	K-5 th grade teachers	Teachers and support staff have agreed to participate in grade level team meetings once a month to score students' writing and to have across grade level conversations about which "high leverage instructional practices" (Writers' Workshop) correlate to improved students' writing performance.
Rubrics relevant to scoring writing samples	K-5 th grade students	Principal and K-5 teachers and support staff	Scoring standards are not consistent and don't always apply to students' writing samples. There is a need to increase P.D. opportunities in this area.

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>	
Teachers participating in the District offered "Writers' Workshop" trainings which they have implemented in their classrooms	2 nd , 4 th , and 5 th grade teachers	Schedule of workshop offerings is being decided.	K-5 teachers have agreed to deepen their knowledge about and practice in writing to improve students' academic achievement in writing. They have chosen the Lucy Calkins' Writing Process to accelerate, enrich, and deepen the teaching and the learning for all children.
Continue Writers Workshop training	Mika Praven, 2 nd grade teacher, Kelli Soccorsy, 4 th /5 th grade teacher, Marjorie Nye, 1 st grade teacher, Laurie Simpson, 4 th grade teacher. The principal will continue to research grant opportunities to fund teachers' training.	Four times throughout the 2008-09 school year.	K-5 th grade teachers and the principal will continue to be motivated and committed to improving, deepening, and enriching their writing process skill sets to accelerate all students WASL writing performance; their writing proficiency in all subject areas; and their love and enjoyment for writing as a tool to express their ideas and emotions.

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>
Provide opportunities for families to celebrate their children's work products in a community setting/public forum	<ul style="list-style-type: none"> Families of all K-5th graders 	TBD	K-5 th grade teachers in collaboration with the LAP, resource, and bilingual instructors	The principal, teachers, staff, families, and community participants will organize and implement a young authors' fair.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: SCIENCE

Lead Responsibility:

Principal, Lead Science Teacher, District Science Program Manager

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

Increase 5th grade scores from 35% to 55% of students meeting standards on the spring, 2009 WASL science.

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>
Develop a school-wide plan to emphasize the importance of K-5 science instruction.	<ul style="list-style-type: none"> All K-5th graders 	Throughout the 2008-09 school year	Joanne Hill/Elaine Woo/Erika Haberly	We invited Science Program Manager, Elaine Woo, to talk with us about how to better coordinate and implement science curriculum to all students. She gave provided good information about how to better align the science kits, content, with actual lessons that needed to be taught. Many challenges to solve.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase preparation for the 2009 WASL science assessment	<ul style="list-style-type: none"> • 5th graders 	Weekly throughout the 2008-09 school year	5 th grade teachers	Elaine Woo will assist us with this strategy.
Map key concepts taught across the grade levels.	<ul style="list-style-type: none"> • All K-5th graders 	Once a year with monthly reviews/monitoring		Elaine Woo will assist us with this strategy.
Implement inquiry based teaching and learning models to help integrate processes across the curriculum	<ul style="list-style-type: none"> • All K-5th graders 	Begin in October 2008	Joanne Hill/Elaine Woo	Elaine Woo will assist us with this strategy.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WASL	5 th graders	Erika Haberly/Kelli Soccorso	Teacher leadership has benefited teacher learning towards improving students' science instruction. More science focused discussions during grade level team meetings will continue.
Surveys and Inventories designed to measure science knowledge and interests	All K-5 th graders	Joanne Hill/Elaine Woo/Erika Haberly	We agree that all students need to have access to a variety of tools to measure their science knowledge and to develop an interest in a subject that will lead them to future science careers. We will explore and identify high stakes tools that will increase all students' science performance on the spring WASL in collaboration with Elaine Woo and other science focused participants.

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>	
Participate in monthly science focused meetings and trainings	Erika Haberly	Explore/research additional science workshops offered to teachers at regional universities and the Puget Sound Educational District Centers. Monthly district meetings	One teacher lead is responsible for attending district science meetings, and participating in all trainings. On behalf of increasing all students' performance on the spring 2009 science WASL, it is imperative that 2 intermediate grade teachers agree to attend the meetings/trainings throughout the 2008-09 year.

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>
Invite family members and community partners to present science related information to students.	Families of K-5 th graders	TBD	Joanne Hill/Erika Haberly/Elaine Woo/PTA leadership	We will seek the assistance and expertise of individuals in our school community and in the larger Seattle community to provide students a variety of science opportunities.
Coordinate a science fair	<ul style="list-style-type: none"> Interested family members of K-5 students. 	TBD	Joanne Hill/Erika Haberly/ Elaine Woo/PTA leadership	We will also seek the help of individuals in our school community and in the larger Seattle City community to help us coordinate and present a science fair.

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>
Student Leadership & Development	Engage students in a governance body focused on citizenship responsibilities	ASB/Student Council will enable students to acquire a skill set they can apply to various situations throughout their lives.
Spanish Language Instruction	To develop Spanish curriculum designed to blend a world culture instructional component with increasing student's Spanish language competency and fluency.	Research what other schools/other districts are doing.
Alki's developmentally delayed/regular program blended model preschool program	To increase the Alki school community's knowledge about the preschool program	Provide/schedule P.D. opportunities for the preschool staff to present information about the blended model preschool

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	Identify all L2 and below students who will receive accelerated math instruction for 30 minutes, 4 times a week.	\$24,099.00	Yes	LAP	No negative impact to other programs. Value added to resource students and bilingual students who need + instructional math minutes.
Math	Identify kindergarten and 1 st grade students who will receive accelerated math instruction for 30 minutes, 4 times a week.	\$17,356.00	Yes	PTA	No negative impact to other programs. Value added to students who are not developmentally ready emotionally/socially, but who are ready cognitively.
Math	Identify L2 and below 4 th and 5 th graders who will use interactive math focused software to build their math fluency.	\$3,000.00	LAP teacher succeeded	Business offered grant.	Positive impact to help upgrade/update software.
Reading	Identify kindergarten and 1 st grade students who will receive accelerated "readiness for kindergarten" reading/literacy instruction for 30 minutes, 5 days a week.	\$22,000.00	Yes	Baseline restructured use of .3 PCP time.	Instructional value added to students who need kindergarten

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
					readiness support.
Reading	Identify L3 and above 4 th and 5 th grade students small group instructional opportunities to participate in high interest/independent project-based reading activities	\$4,000.00	Yes	Baseline	Instructional value added to students preparing to enter middle school able to read above standard fiction/non-fiction texts.
Reading	Increase the library and classroom non-fiction book collection.	\$2,000.00	Yes	PTA 2008-09 Allocation	Value added to resources available to all students.

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Alki PTA	The Alki PTA funds a variety of student and teacher needs as a result of their successful fundraising effort. Each teacher is allocated \$300 to \$500 to purchase supplies/books for his/her classroom. The principal is allocated \$1,000 to pay for assemblies, books for the library, etc. The librarian is allocated \$2,000 to purchase books in collaboration with teachers/principal/students. They fund buses for field trips, and this year, they have allocated approximately \$17,000 to fund .2 FTE to add to the instructional intervention person.	Sally Foster Gift/Paper Products; and the Alki Annual Auction	N/A	N/A	Annually
West Seattle Rotary Club in partnership with Sears, Roebuck, & Company	This organization works in collaboration with West Seattle elementary schools' contact persons to provide the names of economically needy families to participate in the annual Santa's Saturday which is sponsored by Sears Roebuck & Company. The children spend a day at the main store, the store is closed to customers for three hours, and to select clothing the families identify their children need such as coats, shoes, gloves, pants, and shirts. Rotary members pay for the "Santa" buses that arrive to the students respective schools, where the principal/family	Annually	N/A	N/A	Annually

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 worker or other designated school personnel, chaperones them to the main store, where high school students who earn service learning credits, welcome and escort them while they eat, shop, and share the contents of their Santa Christmas bags of goodies with their new found friends. It's a joyful event that warms the heart. This act of kindness and love is a year-long reminder that the rotary clubs throughout Seattle City do generous+ and wonderful work.				

Note: Please delete or add rows as necessary