

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

(Published Copy)

Arbor Heights Elementary School

Dr. Carol Coram, Principal

October 29, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 4, 2008	
Revision 2	November 6, 2008	Edits by Office of School Improvement
Revision 3	December 9, 2008	C-SIP Peer Reviews
Revision 4	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.

To uphold the belief that children and schools are a priority. In doing so, we will continue to build strong partnerships with families and the community in order to provide a challenging and enriching education for **all** students in an environment which is safe, positive, equitable and supports student social and academic success.

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	5 th graders were above state average in geometry and algebra as measured by Spring 2008 WASL, However 5 th graders fell below the state average in all other areas of Math, and Reading and Science	One focus area is Math. Everyday Math continues to be a focus for instruction and professional development with the introduction this year of monthly Math Grade Level Team Meetings to assess student work, plan instruction and make modifications as needed to increase student success.
2	The WASL scores reflect a need for improvement in expository writing.	Writers’ Workshop will be implemented this year throughout the school to position Arbor Heights for inclusion in SPS professional development in 2009/10
3	In Reading there is a need for improvement to comprehend, analyze, and interpret both literary and informational text	Professional Development and use of Primary and Intermediate Toolkit for Reading Comprehension
4	In 4 th grade 50% of the students met grade level standard in Writing. 11 of	Use of student Writing Journals and Writers’ Workshop to increase the time for writing in Primary and Intermediate classrooms. Monitor student progress in writing and provide individualized instruction for target students in level 2 of WASL

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	the 54 students did not meet grade level standard but were at level 2	
5	84.3% of the students at Arbor Heights are returning students	Schoolwide focus on Reading and Writing, strategies to comprehend text through the grades at Arbor Heights will increase the number of students meeting grade level standards when they leave elementary school

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
Reading Development	There is a need for a consistent foundation in beginning reading skills and instruction by introducing K-2 students to Guided Reading, Independent Reading and small group instruction	Arbor Heights will increase by 10% the 2 nd graders meeting or exceeding Reading standards as measured by the DRA from 70% in Spring 2008 to 80% in Spring 2009
Reading Comprehension	There is a need to provide engaged reading at the right level for all students to increase reading fluency and comprehension of informational text	Arbor Heights will increase by 10% the number of 4 th and 5 th graders meeting or exceeding standard in analyzing and interpreting informational text
Mathematics	Teachers meet monthly with the Math Coach to analyze student work, collaboratively plan instruction based on identified student needs, and reflect upon instruction to identify professional development needs.	Arbor Heights students will demonstrate a 10 % increase in computational fluency and problem-solving skills, as measured by district baseline tests and Everyday Math assessments.
Writing	There is a need for a consistent approach to writing to allow staff to develop consistent language and instruction in writing	To develop a school-wide writing program to increase by 10% the students in 4 th grade meeting the 4 th grade writing standard, as measured by the WASL.

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.

Focus on literacy and math and assessing the needs of individual students to inform instruction and modify teaching to ensure progress for each student in literacy and Math

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?

- Development of process of Math grade level team meetings to assess student work and plan instruction and assessment.
- Schoolwide professional development and coaching for writers' workshop.

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"> • Student Progress Packets were provided to each classroom teacher and each support teacher. 6 K-2 teachers used their DRA, Kindergarten Inventory and classroom assessments 6 Grades 3-5 used the WASL results along with classroom assessments 5 Bilingual and Special Ed staff received an all school packet of data to review <p>The staff worked in Grade Level Teams and Cross Grade Level Teams to review the data and identify focus areas to include in the C-SIP Plan. The C-SIP template was then provided to have them identify some key strategies to set School Goals and Strategies along with assessments, monitoring process and professional development required</p> <p>A small 4 person Writing Team (Math Coach, Grade 5 Teacher, Grade K Teacher, Principal) took the input and developed a DRAFT Plan.</p> <p>This was returned to the staff to review the plan and make any revisions required so that all staff knew what was included in the C-SIP Plan and how we would be monitoring the effectiveness of the strategies. Some revisions were made.</p> <ul style="list-style-type: none"> • The final DRAFT went to the Building Leadership Team for final confirmation and to add the non-academic goal required. The BLT will be implementing the monitoring of the strategies in the Plan.
	District:	IDs; School Improvement (SI) Department.
	Parents/ Community:	<ul style="list-style-type: none"> • Two parents sit on the Building Leadership Team and participated in the discussion about the C-SIP Plan. • A Summary of the C-SIP Plan was provided for the parents and community in the November Arbor Heights Newsletter (November 3, 2008). The Plan was also posted on the Parent Arbor Heights website (November 3, 2008) for parents and community members. As part of the focus area strategies, the Arbor Heights staff is providing a Literacy Night (date TBD) and a Math Night (February 12, 2008) to support parents as they help their children in these areas. Parents will be invited to sit on the Planning Teams for these two events. There will be support for Latino parents and a translator and interpreter available for these events and input included in C-SIP.

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

SECTION 1: OVERVIEW

	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (Special Education, Low Income) and Math (Hispanic) for two or more years in a row. So, we are identified as a "School in Improvement" in Step 1

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Developmental Reading

Lead Responsibility:

Principal

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

Arbor Heights school will increase by 10 % the 2nd graders meeting or exceeding Reading standards as measured by the DRA from 70% (Spring 2008) to 80% (Spring 2009) by building a foundation for Reading fluency through letter and word recognition and phonemic awareness, and reading practice in the Primary classrooms.

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>
<u>Balanced Literacy strategies:</u> Guided Reading Independent Reading Small Group instruction	<ul style="list-style-type: none"> All K-2 students Target students in grades 1 and 2 who are not meeting DRA standard 	Daily schedule of balanced literacy in K-2 classrooms	Classroom teachers in K-2 Kdgn IAs SPED and ELL teachers	Provide a print rich environment that includes: Letter name and sound activities Modeling reading Literature Groups "Just right" reading materials

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>
Kindergarten Inventory, review of student work and observation	All K students who identify 20 letters or less per minute on letter identification 3 X per year	Classroom teacher	Formative assessment to identify students and implement appropriate interventions when needed
Developmental Reading Assessment and running records	All 1 st and 2 nd grade students (with K in the Spring)	Classroom teacher	Formative assessment to identify students' needs and develop dynamic literacy groups

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-level literacy Professional Develop.	K-2 classroom teachers	Periodic, as offered by district	Guided Reading; Independent Reading; Phonemic Awareness; Active Literacy in Classroom
In-house literacy training	All teachers	3X per year	Teacher facilitated in service on The Primary Toolkit on Oct. 10/08; others TBD

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Arbor Heights Primary Literacy PLC	Primary Teachers	1x per month	Forum to discuss teaching strategies and implementation of professional development learning in literacy

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>
Schoolwide Literacy Night	<ul style="list-style-type: none"> • All families 	Spring 2009	Staff/Parent Planning Team	To introduce curriculum, materials and how parents can support students at home
Ongoing family communication by newsletter, letter, email, website	<ul style="list-style-type: none"> • All families • Bilingual families 	Individual timeframe for classes	Classroom teacher	Classroom teachers provide ongoing communication with families about class activities and programs

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 Comprehension

Lead Responsibility:

Principal

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

Arbor Heights will increase by 10% the number of 4th and 5th graders meeting or exceeding standard in analyzing and interpreting informational text.

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>
Use of Intermediate Comprehension Toolkit	<ul style="list-style-type: none"> • 4th and 5th grade students scoring Level 2 on Reading on the WASL 	Daily	Classroom teacher	Using teaching strategies from the Harvey/Goudvis Toolkit to teach comprehension strategies to readers.
Establish a reading rotation with 4 th and 5 th grade readers	<ul style="list-style-type: none"> • All students 	Daily	Classroom teacher	Reading rotation will provide differentiated instruction in comprehension strategies

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Include non-fiction materials and activities in homework	<ul style="list-style-type: none"> All students 	Daily	Classroom teacher	Providing additional reading practice in using non-fiction materials to develop 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>
CBA	All students	Classroom teachers	Formative growth to inform instruction.
Student literacy journals	All students	Classroom teachers	Formative and summative assessment in order to adjust the groups and modify teaching.

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-sponsored and in-house training on comprehension strategies	All teachers	TBD on Early Release Days or Sub Days	Using teaching strategies from the Harvey/Goudvis Toolkit to teach comprehension strategies to readers.

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>
Community Reading Activities	<ul style="list-style-type: none"> • All families 	Nov-Apr 2008-09	Librarian and classroom teachers	Global Reading Challenge, Read-a-Thon, Read a Million Words

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Math

Lead Responsibility: Principal and Math Coach

S.M.A.R.T. Goal: Arbor Heights students will demonstrate a 10 % increase in computational fluency and problem-solving skills, as measured by district baseline tests and Everyday Math assessments.

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>
Grade-level team math meetings.	<ul style="list-style-type: none"> All students 	Monthly	Math Coach	Teachers meet to analyze student work, collaboratively plan instruction based on identified student needs, and reflect upon instruction to identify professional development needs.
Use EDM Games and other activities to increase computational skills	<ul style="list-style-type: none"> All students 	Daily	Classroom teachers	Games targeted toward increasing computational fluency.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of consistent algorithms and EDM tools/language in both general and special education classes	<ul style="list-style-type: none"> • Special education students 	Daily	All teachers	By following the EDM curriculum, special education students will be able to focus on the strategies allowing them a better chance to integrate into general education classes.
Daily Math-a-Minute, EDM games and fact triangles	<ul style="list-style-type: none"> • 2nd and 3rd grade students 	Daily	Classroom teachers	Daily facts practice with graphing of results.

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>
Analyzing student work at grade-level team math meetings	Students identified through team meeting process, monthly	All teachers with Math Coach	Teachers will be able to identify individual student needs and plan classroom interventions.
EDM Unit Assessments	All students, end of each unit	All teachers	Formative assessment to inform instruction.
District Baseline Test	All students, Fall-Winter-Spring	All teachers with Math Coach	Formative assessment to inform instruction

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>	
Grade-level team math meetings	All teachers	Monthly, 30-minute meetings	Teachers meet to analyze student work, collaboratively plan instruction based on identified student needs, and reflect upon instruction to identify professional development needs
District Math Professional Development	All teachers	4x a year	Teachers collaborate with other West Seattle cluster schools (Alki, Gatewood) to examine teaching practices/strategies, assessment, and high-leveraged teaching moves
Lesson Study	All teachers	On-going	As an outgrowth of the grade-level team meetings, teachers will engage in observation exchanges, common planning, and analysis of effective teaching strategies.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Math Night	<ul style="list-style-type: none"> • All families 	February 12, 2009	Math Night Planning Team	
Parent Math Training	<ul style="list-style-type: none"> • All families 	TBD	Math Coach	Math experiences for parents designed to increase their confidence and ability to support their children's math learning at home.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Writing

Lead Responsibility:

Principal with district Literacy Coach
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S.M.A.R.T. Goal:

To develop a school-wide writing program to increase by 10% the students in 4 th grade meeting the 4 th grade writing standard, as measured by the WASL.
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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 foundation for writing Letter Formation and Concepts of Print and phonemic awareness	<ul style="list-style-type: none"> • All primary students 	Daily	Classroom teachers	Providing modeling and guided practice for students in Kindergarten and first grade for letter formation and conventions in writing.
Balanced Literacy activities and Writers Workshop	<ul style="list-style-type: none"> • All students 	3-4 days a week	Classroom teachers	Guided practice in understanding and using the writing process.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
DOL (Daily Oral Language)	<ul style="list-style-type: none"> All students 	Daily	Classroom teachers	Minimum 2x a week, students learn and practice appropriate conventions for their grade level, with teacher modeling and leading guided practice
District-based Expository Science Writing Program	<ul style="list-style-type: none"> All students 	8x month	Classroom teachers	Modeling and guided practice in using writing frames to analyze and interpret data in order to express conceptual understanding

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>
Kindergarten Monthly Assessment	All students monthly	Classroom teachers	The need for individualized instruction or reteaching opportunities.
Student writing samples	All students, daily/weekly	Classroom teachers	The need for individualized instruction and/or enrichment activities.
Science Writing Protocol	All, 3x trimester	Classroom teachers	Use Science Writing Protocol to analyze and assess 4 th and 5 th grade expository writing.

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>	
SPS Literacy Coach	All staff	Lab Days during the year	Kris Barnes will support the staff in introducing Writers Workshop with Lab Days, individual coaching, and all-staff development.
Primary Literacy PLC	Primary Teachers	1x month	Primary teachers will meet to discuss and evaluate student work, review teaching strategies, and identify high leverage teaching moves.
In-House Science Writing Protocol	All teachers	Once a year	In-House Training to introduce Science Writing Protocol to evaluate science writing.

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>
Parent participation in Writing development	<ul style="list-style-type: none"> • All families 	Oct.-June	Classroom teacher	Invite parents to visit classroom publishing celebration to see/hear student writing
Simplified Parent Curriculum Map for writing	<ul style="list-style-type: none"> • All families 	By April 2009	Literacy Night Planning Team	Display for student writing K-5 with description of how writing develops through the grades
Family Literacy Night	<ul style="list-style-type: none"> • All families 	April 2009	Literacy Night Planning Team	Plan an evening of information and training for families to understand and support student writers
Young Authors' Conference	<ul style="list-style-type: none"> • All families 	May 2009	Young Authors Planning Team	Culminating event to celebrate and publish student writing

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>
Technology	To be developed when Principal returns from medical leave	To be developed when Principal returns from medical leave
School Culture and Social Problem Solving	To research and identify a school wide program to support students' social problem-solving.	<ul style="list-style-type: none"> • Identify programs for social problem-solving. • Adopt and implement a school wide program. • Implement Parent Training for school wide social problem-solving.
Anti-Bullying	▼	▼
Social Studies	▼	▼
Grant Writing	▼	▼
Working effectively in a group	▼	▼

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
Reading Development	Balanced Literacy Strategies	Levelled books purchased	Y	LAP	
	DRA Assessment	Sub Time	Y	Baseline	
Reading Comprehension	Use of Primary and Intermediate Toolkit	Toolkits to be purchased	Y	LAP	
	Time for teacher training	Early dismissal			
Mathematics	Grade level team meetings-subs for additional planning	Sub costs per day	Y	LAP	
Writing	Training and use of Writers' Workshop	Subs \$1036 per Lab Day	Y	LAP	
		Materials @ \$200. per teacher for 16 teachers	Y	LAP	

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
YMCA	YMCA offers the Out of School Time programs for children	7:00-9:00 am 3:10-6:00 pm Daily			
West Seattle Rotary	The West Seattle Rotary sponsors activities to support families at Arbor Heights e.g. Holiday Shopping Spree	Annual			

Note: Please delete or add rows as necessary