

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Beacon Hill International School

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October 6, 2008



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## Revision History

Revision Number	Date	Comments
1	10/27/08	Edits by Office of School Improvement
2	11/26/08	Edits by Office of School Improvement
3	12/3/08	C-SIP Peer Reviews
4	12/8/08	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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

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

**Vision:** *Beacon Hill International School is a diverse community of learners and educators who value the rich linguistic and cultural resources of our community. We seek to develop competent and confident multilingual, multicultural and socially responsible citizens with the strong academic skills and compassion needed in our global society.*

In the spring of 2008 we were designated as an international school. We have used this formal designation, in an intentional and focused way, to create programs that build on the strengths of the diverse school community we serve, that build on the successful instructional strategies we were already using to assure student academic success, to provide students with knowledge of global issues and perspectives, to infuse world languages into the curriculum and to connect students in a culturally sensitive way to the global community.

### 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 results, all of our students, but especially our Spanish-speaking students, continue to struggle in the area of mathematics. 94% of the current fourth grade students who did not meet standard on the math WASL are bilingual. 64% of those students are Spanish-speaking. 69% of the current fifth grade students	<ul style="list-style-type: none"> <li>We have set a S.M.A.R.T. goal to increase the percentage of students meeting math standard to 64%. This includes moving 6 current Fourth Grade students and 11 current fifth grade students from Level 2 to Level 3 on the Mathematics WASL.</li> <li>We have set a S.M.A.R.T. goal to increase the percentage of bilingual students meeting math standard to 64%, including moving 12 current Fourth Grade students and 7 current Fifth Grade students from Level 2 to Level 3 on the reading WASL and moving 5 current Fourth Grade students and 8 current Fifth Grade students from Level 2 to Level 3 on the mathematics WASL.</li> <li>In order to meet these goals, Level 1 and Level 2 students will participate in the two Family Math Nights offered during the year, will participate in language-specific math instruction offered to third, fourth and fifth graders, and will participate in after school math tutoring sessions (through Bilingual Homework Club, Invest in Youth, Chess Club, and other math specific activities).</li> </ul>

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	<p>who did not pass the math WASL are bilingual; 56% of those are Spanish-speaking.</p>	<ul style="list-style-type: none"> <li>In addition, students who are struggling will be tracked and monitored through the district mathematics assessment process, the building Tracking and Intervention process, and the All-School SIT process. Accommodations will be monitored by classroom teachers, with oversight by the TIC/SIT/Bilingual/Title I Teams.</li> </ul>
2	<p>Given the number of students at BHIS for whom English is a second language, students provided with literacy support in their native language, tend to perform above the expected (that is, district or state) average in the areas of reading and writing. Still, 82% of the current fourth grade students who did not pass the Reading WASL are bilingual and 83% of the current fifth grade students who did not pass the Reading WASL are bilingual.</p>	<ul style="list-style-type: none"> <li>We have set a S.M.A.R.T. goal to increase the percentage of all all third, fourth and fifth grade students meeting reading standard to 76%. This includes moving 15 current Fourth Grade students and 11 current Fifth Grade students from Level 2 to Level 3 on the Reading WASL.</li> <li>We have set a S.M.A.R.T. goal to increase the percentage of bilingual students in third, fourth and fifth grade meeting standard in reading to 76%, including moving 12 current Fourth Grade students and 7 current Fifth Grade students from Level 2 to Level 3 on the reading WASL.</li> <li>In order to meet these goals, targeted bilingual students will participate in the two Family Literacy Nights offered during the year, will participate in classroom-based Comprehension Toolkit literacy experiences, Read Naturally, Washington Reading Corps tutoring and will participate in after school literacy tutoring session (through Bilingual Homework Club, Invest in Youth and Team Read)</li> <li>In addition, bilingual students who are struggling will be tracked and monitored through DRA testing (offered K-5), the building Tracking and Intervention process and the All-School SIT Process. Accommodations will be monitored by classroom teachers, with oversight by the TIC/Bilingual/Title I Teams.</li> </ul>
3	<p>A key factor in student success appears to be active parent involvement. Students whose parents are actively involved in their school, who support their learning regardless of</p>	<ul style="list-style-type: none"> <li>Parent involvement has been a high priority for Beacon Hill International School. We have broadly defined parent involvement, focusing on building parent capacity in all areas that support their child’s academic success. We will continue with this emphasis across all grades.</li> <li>We have a parent involvement component in every C-SIP goal area, as well as a supplementary goal for parent involvement.</li> </ul>

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	<p>home language, who connect with teachers, are significantly more successful in school.</p>	<ul style="list-style-type: none"> <li>• We receive a waiver from the Seattle School District every year in order to offer early parent/teacher conferences that focus on building strong relationships between families and the school.</li> <li>• In addition, we are a Family and Community Involvement in Education (FCIE) Grant school and, as such, we have 45+ targeted key families in grades K-5 for whom we provided extensive parent involvement opportunities.</li> <li>• Parent education focus through Family Math and Family Literacy Nights.</li> </ul>
4	<p>We serve a very diverse school population at Beach Hill. It is growing more diverse with a number of entering kindergarteners from native-English speaking families. Children are coming to Beacon Hill from families who have more economic resources and higher levels of parent education. Incorporating these families into the existing community of low income immigrant and refugee families will be a challenge for us.</p>	<ul style="list-style-type: none"> <li>• There are many ways to assess and address this challenge. Certainly, we need to address it on the adult level, but we also need to develop ways in which children can live and work together successfully, productively and in supportive ways in the school.</li> <li>• We have developed, within the C-SIP, a goal to address the numbers of office referrals in 2009-2010 by 50%. This serves as one manifestation of students' willingness to work together in harmony.</li> <li>• In addition, we are working at the root level of developing positive student connections with each other through classroom meetings, the Roots of Empathy Program and other programs such as Steps to Respect, FLASH and Second Step.</li> <li>• Finally, we are working at the adult level, as well. We have PTA meetings planned, in conjunction with the PTA leadership on issues related to the school's international focus, the curriculum and the expectations for students. The emphasis for these meetings is to build relationships and a sense of community for parents. In addition, we have a series of meetings set for the parents of incoming kindergarteners. These meetings will focus on community building, issues of cultural competency and relationships between and amongst our very diverse parent population.</li> </ul>

*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

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What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Literacy</b>	We believe that proficient readers and writers have the ability to decode, comprehend and analyze a variety of fiction and informational texts for meaning. In addition, they are able to write coherent and thoughtful expository and narrative texts. Although our students have consistently made Adequate Yearly Progress (AYP) in reading, a large percentage (22 out of 62 our current fourth grade students tested, that is 35%; and 12 out of 56 current 5 <sup>th</sup> grade students, that is 21%) of our students continue to struggle to meet standard in reading. We believe that every student should become strong a reader and writer.	To increase the percentage of all third, fourth and fifth grade students meeting standard to 76%, including moving 15 current Fourth Grade students and 11 current Fifth Grade students from Level 2 to Level 3 on the Reading WASL.
<b>Mathematics</b>	Over the past five years, students at Beacon Hill have performed significantly lower in mathematics than in reading or writing. The WASL results from 2008 confirm this trend. We need to ensure that our collective classroom practices and our school-wide direction are focused on increasing mathematics achievement for all students.	To increase the percentage of third, fourth and fifth grade students meeting math standard to 64%, including moving 6 current Fourth Grade students and 11 current fifth grade students from Level 2 to Level 3 on the Mathematics WASL.

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Academic achievement for Bilingual Students</b>	<p>Though research indicates that it requires 7-10 years for English Language Learners to become proficient in English, it is our responsibility to ensure that every student, regardless of his/her level of English Language acquisition, is academically successful while learning content and increasing literacy skills. Our bilingual students consistently under-perform on both the Reading and Mathematics portion of the WASL.</p>	<p>To increase the percentage of bilingual students in third, fourth and fifth grade meeting standard in mathematics to 64% and in reading to 76%, including moving 12 current Fourth Grade students and 7 current Fifth Grade students from Level 2 to Level 3 on the reading WASL and moving 5 current Fourth Grade students and 8 current Fifth Grade students from Level 2 to Level 3 on the mathematics WASL.</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p><b>Cultural Competency Development</b></p>	<p>There are two reasons for choosing this as a major focus area. First, the international school model has, at it's center, helping children become culturally sensitive and competent. Though this is an area we have been working on, it has become, for us an intentional and consistent area of focus. Second, Beacon Hill serves a diverse community of families and students. Families come from a variety of different socio-economic, racial, cultural and linguistic backgrounds. Parents' experiences are diverse, as well. A number of the families we serve are recent immigrants or refugees to this country. In addition, with the advent of the international school designation, we have attracted a number of highly educated, native English speaking families from the South Seattle area. Addressing the needs of all families and helping all adults and children become sensitive and thoughtful in responding to each other is critical to the building of relationships and creating community. We strongly believe at Beacon Hill International School that relationships and community are the foundation, indeed, the heart, of the educational process.</p>	<p>To decrease the overall numbers of disciplinary referrals to the office by at least 50% for the 2010-2011 academic year.</p>

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

## SECTION 1: OVERVIEW

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### **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.*

The Seattle School District's strategic Plan articulates the vision of all students achieving excellence. Specifically, at Beacon Hill International School, over the next five years, we will work to ensure that:

- 88% of third grade students will meet or exceed reading standards (up from 62% in 2007-08)
- 76% of fourth grade students will meet or exceed mathematics standards (up from 59% in 2007-08)

### **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?*

- Parent involvement as a major focus for all families;
- Assessment, tracking and regular intervention adjustment for L1, L2 & low Level 3 students;
- Language specific support for ELL students;
- Focused and intentional extended day experiences for L1 and L2 students;
- Native language instruction for Spanish and Chinese speaking students (beginning in Kindergarten, fall of 2008);
- Foreign language instruction for non-native speaking students in Mandarin Chinese and Spanish

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## 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"> <li>• School has a mission, vision and theory of action.</li> <li>• School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.</li> </ul>
2	High Standards and Expectations	Section 1: School Overview,	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Student achievement goals are data-driven.</li> </ul>
3	Effective School Leadership	Section 2: Major Focus,	<ul style="list-style-type: none"> <li>• School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.</li> </ul>
4	Supportive Learning Environments	Section 3: Other Focus,	<ul style="list-style-type: none"> <li>• School addresses non-academic student learning goals.</li> </ul>
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships,	<ul style="list-style-type: none"> <li>• School includes parent/community representation in the development of the C-SIP.</li> <li>• School identifies community partners that engage with the school in support of student learning.</li> <li>• School includes one or more strategies for family/community engagement for every SMART goal.</li> </ul>
6	High Levels of Communication and Collaboration	Section 2: Major Focus,	<ul style="list-style-type: none"> <li>• Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting.</li> <li>• School shares C-SIP goals, strategies, and activities with school community at the BLT meeting.</li> </ul>
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus,	<ul style="list-style-type: none"> <li>• Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.</li> </ul>
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus,	<ul style="list-style-type: none"> <li>• All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.</li> </ul>
9	Focused Professional Development	Section 2, Major Focus,	<ul style="list-style-type: none"> <li>• Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.</li> </ul>

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

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### 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:	<p>*A variety of individuals were involved in the self-review of the school's program leading to the development of the 2008-2009 C-SIP. The Building Leadership Team (BLT) consisting of representatives from all stakeholders, including parents, reviewed the program initially. BLT members had opportunities to share and gather input from the entire school staff. Then the Bilingual, Title I teachers and the school coach reviewed the school program, offering input. Finally, the school counselor, reviewed the school program pertaining to school climate and provided input. All of the perspectives were incorporated into the C-SIP document.</p> <p>*At Beacon Hill International School, the BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff. The BLT has a variety of sub-committees who present critical information regarding school programs, including the School-Wide Title I team, led by the School-Wide Title I Teacher.</p>
	District:	The Beacon Hill International School C-SIP plan was presented to our Instructional Director, Patrick Johnson, and was reviewed by the Director of School Improvement at the district.
	Parents/Community:	Parents are represented on our Building Leadership Team. In addition to providing input regarding the self-review of the school's program, they read and responded to drafts of the C-SIP prior to completion and after the finalized plan was submitted.
	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.

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## SECTION 1: OVERVIEW

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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"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

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

School made AYP in Spring 2008, in both Reading and Math.

### Title I status

This school does receive Title I funds.

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

## SECTION 1: OVERVIEW

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### Title I School-Wide Program 10 Components – Beacon Hill International School

Component	How school has addressed each Component
1	<p>What type of needs assessment did we conduct, to determine C-SIP goals?</p> <p>At Grade-Level Team (GLT) meetings (various dates in late September, 2008) and in our Building Leadership Team (BLT) (September 17, 2008) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on (October 6, 2008).</p>
2	<p>What reform strategies are we using to improve student learning?</p> <ul style="list-style-type: none"> <li>• We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups (September and October through team meetings and early November, 2008 for All-School SIT). We identified Tier I and Tier 2 students, bilingual students and students who were not at standard.</li> <li>• We created a master schedule to maximize available student learning time especially in Literacy and Mathematics (early September, at team meetings in October and following the All-School SIT, in early November, 2008).</li> <li>• We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students’ active engagement in their learning and differentiating instruction based on students’ readiness, skill levels, and learning goals.</li> </ul>
3	<p>Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?</p> <p>Teachers: Yes. This information was made available to all parents in the fall.</p>
	<p>Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.</p>
	<p><u>Correction plan.</u> Not applicable.</p>
4	<p>How are we providing staff with professional development that is high-quality and ongoing?</p> <ul style="list-style-type: none"> <li>• We have several days each school year where staff participate in professional development (PD) based on our schools’ PD plans and where our data indicate a need for enhanced instruction.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>
5	<p>What do we do to attract and retain high-quality, highly-qualified staff?</p> <p>We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.</p>

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

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	Component	How school has addressed each Component
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school (in January and February). In addition, we have a spring orientation meeting and a fall kindergarten orientation for all incoming kindergarten families.</li> <li>• We have a discussion with fifth graders of the middle school options and the tour dates in the Spring.</li> <li>• Alumni middle school students return to speak with the current fifth graders.</li> <li>• Teacher conferences are held individually with families about their middle school choices.</li> <li>• One of the two teachers teaches a small unit to the students in his class on "how to open your locker" using a combination locks.</li> <li>• Teachers write or complete descriptions that come from all middle schools about students' academic levels and special interests.</li> <li>• Some middle schools send their sixth grade math teachers to speak with the fifth grade teachers about the transition to the middle school math program in the Spring.</li> <li>• We have hosted math assessment testing for middle school math teachers to assess the levels of their prospective students.</li> <li>• We work with parents at Spring IEP meetings to transition our fifth grade students who have IEPs.</li> <li>• Our Resource Room Teacher calls and talks with the special education teachers at the receiving middle schools.</li> <li>• Fifth grade teachers provide opportunities for fifth grade students to see and complete some lessons that are part of the middle school math curriculum.</li> <li>• We do a fifth grade notables project that is very similar to projects completed in sixth grade at a number of the middle schools.</li> <li>• Some middle schools send their counselors to meet with prospective students in the Spring.</li> <li>• We have, in unique situations, taken individual students to tour a middle school to which they have been assigned, but were unable to visit.</li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.

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## SECTION 1: OVERVIEW

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	<b>Component</b>	<b>How school has addressed each Component</b>
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 Below.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #1: Literacy

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**Lead Responsibility:** Principal, Title I Teachers, Bilingual Teachers, Literacy Coach

**S.M.A.R.T. Goal:** To increase the percentage of all third, fourth and fifth grade students meeting standard to 76%, including moving 15 current Fourth Grade students and 11 current Fifth Grade students from Level 2 to Level 3 on the Reading 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>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide targeted students with practice to enhance fluency	<ul style="list-style-type: none"> <li>Students who scored L2 based upon WASL score, who have difficulty with fluency</li> </ul>	Small group work; 30 minutes a day, four times a week	Bilingual and Title I certificated staff	<b>Read Naturally</b> is a graded fluency program; it addresses rate of reading, basic comprehension and, indirectly background knowledge. Children read passages at their instructional levels which are timed and scored for errors, listen to recordings of the passages, answer comprehension questions, and then do a final read that is timed and scored for errors.
Provide targeted students with opportunities to read many texts at their independent reading levels	<ul style="list-style-type: none"> <li>Bilingual students and students who scored L1 and L2 on the WASL</li> </ul>	Year long program of take home reading with supervision	Bilingual IA's and classroom teachers	<b>Accelerated Reader</b> is based upon students reading at their independent level every night. Students read a text several times until they are ready to take a brief comprehension test on the book. The test is computer based. Students increase their reading level as they successfully pass A/R tests. A/R provides students with quality reading material and opportunities to learn how to select appropriate texts.
Provide students with specific and focused instruction on comprehending non-fiction texts	<ul style="list-style-type: none"> <li>All students K-5</li> </ul>	Daily during Readers' Workshop	Classroom teachers	<b>Comprehension Toolkit</b> is a series of graded lessons specifically designed for grades 3-5. Recently, the Comprehension Toolkit has been expanded for K-2 readers. All our teachers have been trained in their use; monthly data team meetings are focused on assessment information provided within toolkit lessons.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide students with specific and focused instruction in concept and vocabulary development	<ul style="list-style-type: none"> <li>All K-5 students; particular focus on English Language Learners</li> </ul>	Used weekly for units in Science and Social Studies	Classroom teachers	<b>G.L.A.D.</b> instructional strategies were developed for bilingual students, however they greatly enrich concept development for all students. They are designed to access multiple learning styles and intelligences. Nearly 93% of the teachers at BHIS are G.L.A.D. trained.
Students are taught in flexible, homogeneous groups, based on the assessed need for specific reading skills	<ul style="list-style-type: none"> <li>All students K-5</li> </ul>	Used as a part of the daily literacy block	Classroom teachers and Title I teacher	<b>Guided Reading Groups</b> are designed to teach specific reading skills using real texts. Students are identified through reader's workshop conferences and standardized assessments, such as the DRA. Skills are taught using texts at the student's instruction level. Groups change based upon the needs of the students.
Students are provided with opportunities to write in a variety of genres	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	Daily	Classroom teachers; Powerful Writer's Staff Developer; Literacy Coach	<b>Writer's Workshop</b> is an instructional approach in which students write daily for a variety of purposes. Students use the writing cycle of generating ideas, planning, writing, revising, editing and publishing their work. Mini-lessons and conferring are a critical aspect of support that teachers provide for student writers.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Targeted Literacy Tutoring	<ul style="list-style-type: none"> <li>• Tier II &amp; Tier III students</li> </ul>	Varies from once a week to twice a week to daily support	Bilingual & Title I teachers	One-on-one and small group tutoring for targeted students. Tutoring occurs before school, during the school day and after school, in extended day learning experiences. Tutors are trained in appropriate instructional strategies and monitored by classroom teachers, as well as site-based supervisors. We have partnerships with Washington Reading Corps (WRC) and Team Read to support L1 and L2 students in reading.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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>
DRA testing 1-5 grades	1-5 grades, fall & spring, with winter testing for students not at standard in fall	Classroom teachers	Teachers will use the assessments to determine student's skill development. Teachers will use data to develop instructional plans.
Comprehension Tool Kit Assessments	K-5	Classroom teachers	Teachers will use the results of these classroom-based assessments to inform their literacy instruction.
Observation and analysis of student writing	K-5; conferring during instruction	Classroom teachers	Teachers will use the observations and analyses of student writing to inform their work with students.
WASL	3 – 5 grades	Classroom teachers; bilingual teachers	The WASL provides classroom teachers, as well as parents, with individual assessment data, as well as school-wide trends.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
DRA school-wide training	All classroom teachers	September early release day	Teachers will view video taped assessment session; discuss testing administration and follow up instructional implications for students
Comprehension Tool Kit Training and Follow-up	All classroom teachers	Monthly Comprehension Tool Kit/Data Team meetings	Teachers will work together to plan lessons, review previous lessons and monitor the progress of students by viewing and discussing student work.
Walk-Throughs	All classroom teachers will be invited to participate	2 times a year	Following our All-School SITs in the fall and winter, teachers will be invited to participate in a structured walk-through with support staff. Look-for guides will focus observations and subsequent debriefing.

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>
Involve families in literacy activities and promote reading at home	<ul style="list-style-type: none"> <li>• All families</li> <li>• Targeted Key Families</li> <li>• Bilingual families</li> </ul>	Twice a year – fall and spring	Literacy Team; WRC; classroom teachers	<b>Family Literacy Nights</b> are evening events designed to increase enthusiasm and support for literacy activities at home. The emphasis is on culturally representative stories and books that can be read to and with children in home languages, as well as in English. In addition, these events provide parent education around supporting reading at home and how to access resources (e.g., the public library).
Provide families with texts that students can read independently at home	<ul style="list-style-type: none"> <li>• All families</li> <li>• Targeted Key Families</li> <li>• Bilingual families</li> </ul>	Twice a year – fall and spring	Librarian	<b>Reading is Fundamental (RIF)</b> is a program for students to select a book, twice a year, to take home, keep and read with their families.
Provide families with opportunities to select texts to read independently at home	<ul style="list-style-type: none"> <li>• All families</li> <li>• Targeted Key Families</li> <li>• Bilingual families</li> </ul>	Monthly	Librarian	<b>Thursday – Open Library Day</b> is a program through which parents can come to the library each week, select books to check out with their child and take home to read together.
Provide families with encouragement to read with their children in their native language	<ul style="list-style-type: none"> <li>• Targeted Key Families</li> <li>• Bilingual families</li> </ul>	Monthly	Bilingual Teachers	<b>Latino Family Meetings and K-1 Latino Parent Meetings</b> are monthly structured opportunities for Spanish-speaking parents to learn more about and share ways to support their students' academic success, especially in reading.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #2: Mathematics

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**Lead Responsibility:**

Principal, Title I Teacher, Bilingual Teachers, Title I Coach, Teacher Leaders

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

To increase the percentage of third, fourth and fifth grade students meeting math standard to 64%, including moving 6 current Fourth Grade students and 11 current fifth grade students from Level 2 to Level 3 on the Mathematics 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>
Pacing mathematics instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> <li>• All students K-5</li> </ul>	Daily	Principal, Title I & Bilingual Teachers	Instructional staff, K-5, will plan and implement mathematics instruction and assessment in accordance with the Everyday Mathematics (EDM) pacing guide developed by the district.

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

### SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify L2 or below students in order to provide additional mathematics instruction	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> – 5<sup>th</sup> grade students at L2 or below</li> </ul>	2-4 times per week	Title I & Bilingual Teachers	<b>Small group instruction</b> is provided to students in flexible grouping situations. Students have opportunities to work at their own level, to be offered additional practice and to be challenged to build on existing knowledge and skills.
Identify L2 (or below) students in order to provide extended day experiences in mathematics and WASL preparation	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> – 5<sup>th</sup> grade students at L2 or below</li> </ul>	Twice a week	Title I & Bilingual Teachers	<b>Bilingual Homework Club, Invest in Youth, Powerful Learning Centers Homework Club, Chess Club and Powerful Learning Centers Math Club</b> are extended day experiences that support students who are struggling in mathematics.
Supplement EDM with school-wide opportunities to practice reasoning, communication of mathematical thinking and problem solving skills	<ul style="list-style-type: none"> <li>• Kindergarten through 5<sup>th</sup> grade Monthly Math Challenge</li> <li>• 3<sup>rd</sup> – 5<sup>th</sup> grade Problem of the Week</li> </ul>	Weekly	TBD; Classroom teachers	<b>Monthly Math Challenge</b> is a school-wide opportunity for students to puzzle out a problem, share their learning and be acknowledged for their thinking skills. <b>Problem of the Week</b> is a classroom-based math activity structured to encourage student problem solving and communication of their mathematical reasoning. Scaffolding by teachers, with a gradual withdrawing of support, along with increased level of problem challenges across the year promotes confidence and skill development.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide opportunities for accelerated math instruction	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> &amp; 5<sup>th</sup> grade students</li> </ul>	January – February	Title I teacher; Fifth grade teachers	<b>Math Olympiad</b> team formation and preparation offered after school to selected students (scoring Level 4 on WASL); provides accelerated pacing and instruction across the content strands, as well as the process and problem solving strands.

#### 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 Mathematics Assessments K-5	Students in 1 <sup>st</sup> – 5 <sup>th</sup> grades will take the beginning, mid-year and end-of-the-year mathematics assessments	Classroom Teachers 1-5	Teachers will use the assessments to assess students GLE skill development.
EDM Unit Previews/End of Unit Tests		Classroom Teachers K-5	Teachers will use the EDM Unit assessments to identify areas of strength and areas needing improvement for individual students. Teachers will base instructional planning on assessment data.
WASL	Grades 3-5	Testing Coordinator	The WASL provides classroom teachers, as well as parents, with individual assessment data, as well as school-wide trends.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District Directed Mathematics Professional Development	All instructional staff at Beacon Hill International School and staff at Kimball	Four times across the year	Teacher leaders at both schools, in conjunction with the district support staff, plan opportunities to analyze student data, indentify strengths and areas of growth in instructional practice and share ideas in improving mathematics instruction.
Building-Directed Mathematics Professional Development	All K-5 Instructional staff	6 hours across the year	Teacher leaders design opportunities for K-5 staff to examine student work related to EDM instruction, consider the areas where additional instruction needs to be implemented, examine the supplementary math materials provided by district.
Team and Staff Meetings	All K-5 instructional staff	1-2 times a month	Staff will have opportunities to review and analyze student performance on district assessments, pacing guide and instructional guide support provided by the district.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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 families with games and activities that they can play with their children at home	<ul style="list-style-type: none"> <li>• All families</li> <li>• Targeted Key Families</li> <li>• Bilingual families</li> </ul>	2 times a year; fall and spring	Math Teacher Leaders; Math Team	<b>Family Math Nights</b> are evening events designed to increase enthusiasm and support for mathematics activities at home. The emphasis is on helping parents know and understand the principles of mathematics and see how they are relevant to student achievement in school.
Provide families with information about mathematics instruction at school	<ul style="list-style-type: none"> <li>• All families</li> </ul>	1-3 times a year	Classroom teachers	<b>Parent/teacher Conferences</b> are one venue in which teachers inform parents about the respective grade level expectations, curricular focuses and strategies employed in their classrooms.
Communicate with families through written information	<ul style="list-style-type: none"> <li>• All K-5 families</li> </ul>	1 letter per instructional unit	Classroom teachers	<b>Family Letters</b> are part of the EDM materials. They are provided in Spanish and translations are available in other languages. Teachers send these letters home to describe math content, lesson goals and suggestions for home support. <b>Homework</b> in math is a regular part of the instructional curriculum. Homework ranges from opportunities for students to play math games at home with their families to reinforcement of skills through additional practice.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Increased Academic Success for Bilingual Students

**Lead Responsibility:**

Classroom Teachers, Principal, Bilingual Teachers

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

To increase the percentage of bilingual students in third, fourth and fifth grade meeting standard in mathematics to 64% and in reading to 76%, including moving 12 current Fourth Grade students and 7 current Fifth Grade students from Level 2 to Level 3 on the reading WASL and moving 5 current Fourth Grade students and 8 current Fifth Grade students from Level 2 to Level 3 on the mathematics 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>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Language-specific support provided for L1 & L2 bilingual students in literacy and mathematics	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup>-5<sup>th</sup> grade L1 &amp; L2 bilingual students</li> </ul>	2 times a week	Bilingual teachers, Title I teacher	<b>Bilingual Homework Club</b> is extended day language-specific support for targeted bilingual students. Offered by bilingual instructional assistants, bilingual teachers and community volunteers, students receive support in math and literacy.
Language and literacy instruction in native language.	<ul style="list-style-type: none"> <li>• K-1 Spanish-speaking students</li> </ul>	Daily for K students; 3 times a week for first grade students	Immersion teacher & FLAP teacher in K; bilingual IA for first graders	<p><b>Spanish Kindergarten Immersion Program</b> provides native Spanish speaking students with language, literacy and social studies instruction for 50% of their instructional day.</p> <p><b>Language and Literacy Program for First Graders</b> provides Spanish speaking students and their parents with language and literacy instruction in Spanish three mornings a week, before the school day begins. This program is primarily for native Spanish speaking students to learn to read and write in their home language.</p>
Native Language support for students in mathematics	<ul style="list-style-type: none"> <li>• 4<sup>th</sup>-5<sup>th</sup> grade students</li> </ul>	Daily for five week sessions	Spanish-speaking Bilingual Teacher	Fourth and Fifth grade native Spanish-speaking students receive supplemental instruction in Spanish in support of their EDM classroom instruction. This small group support is offered in the classroom and compliments the instruction offered by the classroom teacher.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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>
Evaluación del Desarrollo de la Lectura (EDL; Spanish DRA)	K-1 Spanish-speaking students	Immersion Teacher/ Bilingual IA	Results from these assessments will help teachers assess impact of Spanish literacy curriculum and determine the areas of strength and areas needing improvement for individual students. Results of these assessments will influence instructional planning.
Mathematics assessments (District CBAs and EDM unit tests)	4-5 Spanish-speaking students	Classroom teachers, bilingual teacher	Results from these assessments will assist teachers in instructional planning.
WASL	All 3, 4 & 5 bilingual students	Bilingual teachers, classroom teachers	The WASL provides classroom teachers, as well as parents, with individual assessment data, as well as school-wide trends.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Staff opportunities to visit and view immersion programs	K-5 staff will be invited to visit immersion schools	1-5 times during the school year	Teachers will be encouraged to visit language immersion programs, debrief with colleagues and consider implications for their classroom instruction.
Staff will be provided with opportunities to develop G.L.A.D. units for their classrooms	All K-5 classroom teachers	2 times a year; 6 hours of professional development	Over 90% of the BHIS staff have been trained in G.L.A.D. strategies. Teachers who have not received G.L.A.D. training will attend trainings. Those who have, will have opportunities to work together to develop G.L.A.D. units for their classrooms.
Staff Training and work on international school curricular goals, including world languages	All K-5 instructional Staff	15 hours of professional development has been set aside for this, our first year as an international school. A portion of that will focus on world languages, immersion programs and a school-wide commitment to supporting second language development.	Workshops for teachers will provide opportunities to share immersion experiences and best practices. Professional development support will be provided by UofW professors and graduate students, as well as by bilingual staff. Teachers will learn ways to incorporate world languages into their curriculum, support bilingual students and connect world language instruction to student experiences.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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 families with opportunities to share and learn about ways to support their children's academic success in a safe, language-specific environment	<ul style="list-style-type: none"> <li>All K-5 Latino families</li> </ul>	5 times a year	Masako Davison, Chilo Granizo	<b>Latino Family Group Meetings</b> are offered on a regular basis. Latino parents serve as organizers, setting the calendar, planning the speakers and assuming leadership roles in the process. Meetings are designed to build on families' interests and questions.
Provide families with information about literacy and mathematics instruction in the primary grades	<ul style="list-style-type: none"> <li>All Kindergarten and first grade Spanish-speaking parents</li> </ul>	1 time a month	Betty Lyche, Chilo Granizo	<b>Kindergarten and First Grade Monthly Latino Parent Meetings</b> are opportunities for kindergarten and first grade Latino parents to learn more about the literacy programs at BHIS and the ways in which they can support their children as readers and writers and mathematical problem solvers.
Provide all bilingual families with opportunities to see the value of their contributions to their child's academic success	<ul style="list-style-type: none"> <li>All K-5 bilingual parents</li> <li>All K-5 parents</li> </ul>	4 times a year	PTA Presidents	<b>PTA/Family Involvement Meetings</b> are held to provide parents with information about parent involvement, academic traditions around the world, the impact of world languages and the value of the arts in education. All parents are invited to be involved.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #4: Development of Cultural Competency

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**Lead Responsibility:**

Counselor, Principal, Classroom teachers

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

To decrease the percentage of students referred to the office by 50% in the 2009-2010 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>
Support for students to articulate their perspectives and areas of disagreement	<ul style="list-style-type: none"> <li>• K-5 students</li> </ul>	As often as once a week, as infrequently as once a month	Classroom teachers	<b>Class Meetings</b> will be conducted either in response to a specific situation or planned on a regular basis to provide students with opportunities to identify issues, understand the context around an issue and resolve the problem and develop a plan to move forward.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Support for younger students to resolve issues on the playground with the assistance of older students	<ul style="list-style-type: none"> <li>Both K-2 students and 4-5 students</li> </ul>	Daily at recess	Counselor, Title I Teacher	<b>Peer Coaching/Conflict Manager Program</b> provides an opportunity for younger students to resolve issues with the support of older students. In addition, learning to mediate conflict and identify significant aspects of the problem, has a tremendously positive impact on the mediators themselves, who develop leadership skills, as well as the ability to identify and articulate complex issues in their own experiences.
Provide leadership and service opportunities for students	<ul style="list-style-type: none"> <li>4<sup>th</sup>-5<sup>th</sup> grade students</li> </ul>	Regularly scheduled throughout the school year	Librarian, School Secretary, Lunchroom Manager	Fourth and Fifth grade students are offered opportunities to serve the school in leadership positions as library assistants, office assistants and lunchroom assistants.
Develop empathy and compassion in students	<ul style="list-style-type: none"> <li>Three classrooms – one fourth grade and two fifth grade classes</li> </ul>	27 times across the year	Counselor, 3 classroom teachers, 2 additional instructors	<b>Roots of Empathy</b> is a pilot program for the 2008-2009 year that brings a parent and his/her infant into the classroom for nine visits across the year. The purpose of the program is to promote empathy in the students.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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>
Analysis of Peer Mediators written referrals	K-1 students; daily at recess	Counselor	An analysis of these written referrals or reports will indicate, on a monthly basis, the severity of the infractions and the effectiveness of the intervention. The analysis will lead to retraining of the Peer Mediators and/or redefining of their position.
District School Climate Survey	3-5 grade students	Classroom teachers, test coordinator, principal, school counselor	Results from the school climate survey will inform the School Climate Committee and the staff about areas that need to be addressed.
Surveys and observations of Roots of Empathy lessons and program	Students, teachers and instructors in Roots of Empathy program	Program instructors	These surveys and observations will provide the staff with information regarding the effectiveness of the program.
Analysis of office referrals	All students in 2008-2009 and 2009-2010 years	Principal	An analysis of the office referrals on a monthly basis will inform staff about the frequency and nature of referrals and provide information necessary to plan adoption of a school-wide social skills curriculum.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Staff training in classroom meetings and positive discipline strategies	K-5 staff	2-3 times a year; 8 hours of professional development in 2008-2009; considerably more, the total amount yet to be determined, for 2009-2010	Teachers will have opportunities to learn about and practice positive discipline strategies, including classroom meetings. Resources will be sought within the building, as well as from staff developers.
Staff opportunities discuss and plan for school-wide systems that support a positive school climate	All staff	2 times a year; included as part of the 8 hours of professional development for the 2008-2009 year	Staff will analyze all-school systems, such as recess, lunchroom, before school and hallways for expectations and modifications to systems. Strategies will be developed to support students making good choices.
Orientation for classroom teachers and intensive training for Roots of Empathy instructors	Principal, three classroom teachers and 3 Roots of Empathy instructors	24 hours of training for Roots of Empathy instructors; 2 hours of orientation for the principal and three classroom teachers	Advance preparation for conducting the very sensitive Roots of Empathy sessions is critical for the three classroom instructors. The classroom teachers and principal also need to participate in an orientation so that they are prepared for the interactions that take place during the lessons and the follow up that can occur in the classrooms after a baby visit.
Training for IAs in how to appropriately convey behavioral issues at school to parents	Instructional Assistants and classroom teachers	One training session	This training will provide all instructional staff with scripts to assist in informing parents of behavioral infractions at school. It will include ways of supporting the IAs as they make these difficult calls for staff.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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 parent input on the adoption of a school-wide social skills curriculum for the 2009-2010 year	<ul style="list-style-type: none"> <li>Parents participating in the BLT and PTA</li> </ul>	1 or 2 times a year	Counselor, Principal	<b>Building Leadership Team</b> will make a recommendation to the staff for the adoption of a school-wide social skills curriculum. The BLT is made up of staff and parent representatives. In addition, information will be shared with parents through PTA meetings and the monthly newsletter to parents.
Provide families with information about the Roots of Empathy program	<ul style="list-style-type: none"> <li>All families and parents in the three targeted classrooms</li> </ul>	9 times a year	Counselor, classroom teachers	<b>Parent Information</b> will be provided through newsletter information, parent permission letters, letters home from the classrooms, hallway displays and on our school web site.
Provide all parent with prompt notification of serious infractions in their native language	<ul style="list-style-type: none"> <li>All K-5 parents</li> </ul>	As necessary	Counselor, Principal	<b>Parent Notification</b> is critical so that parents can know when a child has been engaged in a serious behavioral infraction at school. This information needs to be conveyed to parents in their home language so that they can understand the complexity of the concern and become part of the solution for the child.

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

### SECTION 3: OTHER AREAS OF FOCUS

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#### 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>
Parent Involvement	In 2008-02009, we will continue to encourage parent involvement across the school. Parent involvement will focus on increased communication with the school and providing parents with support and strategies to maximize their child's academic success.	A key strategy is our involvement in the Family and Community Involvement in Education (FCIE) grant in concert with the Family Support Worker Program (FSW). In addition, this year we will host a pilot program for Latino boys, grades 3-5, that focuses on building self-esteem and presentational skills. We will continue to have school-wide events (2 Family Literacy Nights, 2 Family Math Nights, the Day of the Child evening presentation, a Martin Luther King, Jr. evening celebration), along with PTA evening events designed to increase parent interest and involvement in school. Finally, the FCIE grant will provide weekly Parent Meetings around topics of interest to a wide range of parents. The focus of all these strategies is to inform, involve and support parents.
Integration of content areas and infusion of global perspective	Beginning in 2008, as part of our transformation into an International School, we have adopted a global perspective throughout the curriculum. For this, the initial year, we are focusing primarily on social studies.	We have planned for this through a series of curriculum team meetings across the 2007-2008 year, summer institute work together and continuing support in professional development workshops, including a presentation by a Seattle University professor.
Music/Arts/Drama	Increase student involvement in arts education.	Key strategies include Powerful Arts Artists in Residence, MOMIX Lines Ballet for two intermediate classrooms, participation in the Seattle International Children's Festival grant program, Dance Chance and instrumental music offered to all interested fourth and fifth grade students.

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 3: OTHER AREAS OF FOCUS**

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Other Area of Focus	Goal(s)	Key Strategies
World Languages	Increase student knowledge and skill in speaking, reading, writing and learning content in a second language.	Key strategies include FLAP Mandarin instruction in first, second and third grades; Spanish Language and Literacy Program for all Latino first grade students and their parents three mornings a week; Spanish and Mandarin Immersion program beginning in kindergarten for two-thirds of the students; English Immersion program in kindergarten for remaining students.

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

## SECTION 4: 2008-10 KEY BUDGET INFORMATION

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### 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
Literacy	Provide students with specific and focused instruction on comprehending non-fiction texts (Read Naturally)	N/A	Yes	SSD; on-going program	
Literacy	Provide targeted students with opportunities to read many texts at their independent reading levels (Accelerated Reader)	N/A	Yes	SSD; on-going program	
Literacy	Provide students with specific and focused instruction on comprehending non-fiction texts (Comprehension Tool Kit)	\$1,200	Yes	Full-Day Kindergarten Grant; BHIS Bilingual Funds	
Literacy	Provide students with specific and focused instruction in concept and vocabulary development (G.L.A.D.)	Approximately \$5,000	TBD	District Bilingual	
Literacy	Students are taught in flexible, homogeneous groups, based on the assessed need for specific reading skills (Guided Reading)	N/A	Yes	SSD	
Literacy	Students are provided with opportunities to write in a variety of genres (Writer's Workshop)	\$10,000	Yes	SSD	
Literacy	Targeted Literacy Tutoring (Extended Day)	N/A	Yes	SSD	

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

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<b>Major Focus Area</b>	<b>Strategy</b>	<b>2008-09 Budget</b>	<b>Funds Secured? (Y/N)</b>	<b>Funding Source</b>	<b>Impact to Other Programs, if any</b>
Math	Pacing mathematics instruction at a rate that increases rigor and frequency of core content (Instructional Pacing)	N/A	Yes	SSD	
Math	Identify L2 or below students in order to provide additional mathematics instruction (Small Group Instruction)	N/A	Yes	SSD	
Math	Identify L2 (or below) students in order to provide extended day experiences in mathematics and WASL preparation (Extended Day Learning)	N/A	Yes	SSD; Powerful Schools support	
Math	Supplement EDM with school-wide opportunities to practice reasoning, communication of mathematical thinking and problem solving skills (Problem of the Week, Monthly Math Challenge)	N/A	Yes	SSD	
Math	Provide opportunities for accelerated math instruction (Math Olympiad)	\$200	Yes	SSD	
Bilingual Achievement	Language-specific support provided for L1 & L2 bilingual students in literacy and mathematics (Bilingual Homework Club)	N/A	Yes	SSD	
Bilingual Achievement	Language and literacy instruction in native language (Immersion/First Grade Before School Literacy)	N/A	Yes	SSD	
Bilingual Achievement	Native Language support for students in mathematics (Fourth & Fifth Grade Spanish math groups)	N/A	Yes	SSD	

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

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<b>Major Focus Area</b>	<b>Strategy</b>	<b>2008-09 Budget</b>	<b>Funds Secured? (Y/N)</b>	<b>Funding Source</b>	<b>Impact to Other Programs, if any</b>
Cultural Competency Development	Support for students in identifying issues and articulating possible solutions (Classroom Meetings)	N/A	Yes	District	
Cultural Competency Development	Opportunities for students to support younger students in solving conflicts (Peer Mediator Program)	N/A	Yes	District	
Cultural Competency Development	Opportunities for leadership and service to the school (Library, Office & Lunchroom assistant programs)	N/A	Yes	District	
Cultural Competency Development	Support for students increasing their empathetic responses to situations and individuals (Roots of Empathy)	\$15,900	Yes	Kirlin Foundation	

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

### SECTION 5: SCHOOL PARTNERSHIPS

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#### 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
BHIS PTA	Parent support for instrumental music, volunteer coordinator, scholarship for fifth grade camp, after school sports, cultural events, Latino Family Group meetings, Summer Spanish Literacy and Language Camp	Annually		Department of Neighborhoods	Ten years
KPMG	Partnership with international accounting firm includes building partnerships with other entities (such as Big Brothers/Big Sisters) and supporting school literacy program through books given to students and funds for First Book purchases. Also includes service to school – landscaping, painting, etc.	Throughout the year	Approx. \$10,000 plus books and service time	KPMG, First Book, Big Brothers/Big Sisters	Three years
Powerful Schools	Professional development support for writer's workshop through Powerful Writers; Artists in Residence through Powerful Arts; support for extended day enrichment and remedial support through Powerful Learning Centers.	Across academic year	Approx. \$95,000	Fundraising and grants through Powerful Schools	Five years
International Education Advisory Committee	Support for move to international school; funds raised at International Education Breakfast	2008-2009 year	Approx. \$120,000	Private fundraising	One year

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

<b>Partner(s)</b>	<b>Description</b>	<b>Timing (when, how often)</b>	<b>Outside Funding (if any)</b>	<b>Outside Funding Source</b>	<b>Duration of Partnership</b>
Neighborhood House	Community-Based Organization (CBO) providing support for FCIE Grant, including weekly parent meetings	Across academic year	Funds provided through FCIE Grant directly to Neighborhood House		Three years
Department of Neighborhoods	Two grants: <ul style="list-style-type: none"> <li>• Summer Spanish Language and Literacy Camp</li> <li>• Welcoming and Learning Spaces</li> </ul>	2007-2008 & 2008-2009	Approx.\$45,000 with matching funds and services		Two years
Seattle University	Long-standing partnership for Peer Coaches, student teachers and, recently, a grant to increase school/university connections	Annually	Grant funds distributed to SU directly	OSPI	Seven plus years
Washington Reading Corps	Grant to provide support for literacy learning across grade levels; VISTA and AmeriCorps volunteers	Across the school year	Grant funded directly in personnel	OSPI	Four years
CDSA	Non-profit organization offering preschool and before/after school child care	Year round	TBD	Private fundraising; DSH support for families	Three years
Roots of Empathy	Non-profit organization offering a pilot project to promote empathy by regular classroom visitations from a baby and parent	2008-2009 year	\$15,900	Kirlin Foundation Grant	One year
Seattle Children's International Festival	Non-profit organization offering an artist in residence program, an assembly program and participation in the Seattle Children's Festival	2008-2009 year	Approximately \$700 grant	OSPI	One year