

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Catharine Blaine K-8

Heather Swanson

September 3, 2008



TABLE OF CONTENTS

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

Revision History

Revision Number	Date	Comments
Revision 1	10/28/2008	Edits by Office of School Improvement
Revision 2	12/03/2008	C-SIP Peer Reviews
Revision 3	01/07/2009	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.

Vision statement:

The staff, families and community of Catharine Blaine K-8 School envision a creative, student-centered school environment. We encourage every child to develop a love of learning, to appreciate diversity, and to reach his or her highest potential intellectually, socially, physically, and emotionally.

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	Reading scores plateau at 5 th grade drop in MS.	Reading instruction is inconsistent across grade levels. In the C-SIP we will align curriculum in grade level bands, provide strong professional development, and common assessments. We have set a S.M.A.R.T goal to increase and sustain the numbers of students meeting standard on the 4 th and 7 th grade WASL.
2	There was a dramatic decrease in 6 th grade math scores	With the adoption of new elementary math curriculum, continued work with CMP2 our C-SIP addresses the math needs by providing strong professional development and curricular resources. We have set a S.M.A.R.T to increase and sustain the percentage of students meeting math standard.
3	Writing scores are on the rise in 4 th and 7 th grade.	Blaine is headed into our second year of Writer’s Workshop. The C-SIP provides the next level of implementation and support for the ongoing success of the program. We have set a S.M.A.R.T goal to increase and sustain the percentage of 4 th and 7 th grade students meeting standard.
4	Science scores are up in 5 th and 8 th grade.	Science scores are on the rise. The C-SIP provides for continuing support of content area learning. Using reading and writing in the content areas to support student success. We have set a S.M.A.R.T goal to increase and sustain the numbers of students meeting standard on the 5 th and 8 th grade WASL.

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

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	Although most of our students are on target, not ALL of them are performing at standard. We believe that students should be proficient in decoding, comprehending, and analyzing. As a school we are committed to make sure every student is reading on grade- level by third grade.	95% of fourth grade students will meet standard on the Spring 2009 WASL including moving 5 level 1 students to level 2. 75% of the seventh grade students will meet standard on the Spring 2009 WASL including moving 15 students from level 2 to level 3 and 2 students from level 1 to 2.
Math	While our elementary students are consistently scoring well on the math WASL, we have seen a significant decline in MS math scores. We want to ensure that our practices are consistent and focused.	92% of 4 th grade students will meet standard on the Spring 2009 WASL including moving 6 students from level 2 to level 3, 2 students from level 1 to level 2. 70% of 7 th grade students will meet standard on the Spring 2009 WASL including moving 19 students from level 2 to level 3, 18 students from level 1 to 2.
Writing	It is important that students are not only strong readers, but writer's as well and our writing scores do not align with the reading scores. Writing scores are in an upward trend that we attribute to the implementation of Writer's workshop, we would like to continue the growth and solid implementation of the program.	85% of 4 th grade students will meet standard on the Spring 2009 WASL including increasing the percentage of students passing with a 4 from 12% to 20%. 86% of 7 th grade students will meet standard on the Spring 2009 WASL including increasing the number of students passing with a 4 from 20% to 35%.
Science	Science has not always been a target area. Although our science scores are above district levels, we see an increase in science performance as a consequence of strong literacy instruction across the content areas.	70% of 5 th grade students will meet standard on the Spring 2009 WASL including increasing the percentage of student passing with a level 4 from 14% to 20%. 80% of 7 th grade students will meet standard on the Spring 2009 WASL including increasing the percentage of students passing with a level 4 from 35% to 40%.

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.

Reading: By increasing the number of 4/7th graders who meet standards in reading our school will contribute to the district's performance target.
Math: By increasing the number of 4/7th graders who meet standard in math our school will contribute to the district's performance targets.

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?

The school is participating in many school-wide strategies to dramatically improve student performance across content areas and grade-levels. These strategies have not only increased academics, but have built community through out the K-8. Specifically our school is:

- Implementing the Writer's Workshop model in all classrooms K-8 including content classes
- Identifying students below standard (level 1 or 2) and providing early intervention strategies.
- Identifying students above standard (level4) and providing advanced learning opportunities.
- Using the data team model to look at student work on a regular basis, writing team goals and evaluating instructional tools
- Using High leverage practices across all content areas these include; Clear teaching point, Modeling, Use of Vocabulary, Look for justification or reasoning, promote rich and engaging discourse, public records, notebooks, and ongoing formative assessment.

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 our October PTA meeting.
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> • Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> • All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> • Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes 5 certificated staff members representing grade bands K-2,3-5,6-8, specialists, special education and K-8 representatives. It includes the principal, a classified rep and the president of the PTA. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT. 1 parent serves on BLT, president of the PTA. • C-SIP presented @ and October PTA meeting and will be revisited in November at an evening meeting with the principal and PTA. Input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.
What was the process of developing the C-SIP?	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.
	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Math (special education), so, we are not identified as a “School in Improvement.”

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility:

Colleen Stump Literacy coach, Heather Swanson Principal, classroom teachers

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

95% of fourth grade students will meet standard on the Spring 2009 WASL including moving 5 level 1 students to level 2.
75% of the seventh grade students will meet standard on the Spring 2009 WASL including moving 15 students from level 2 to level 3 and 2 students from level 1 to 2.

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>
Identify below standard students to provided individualized instruction.	<ul style="list-style-type: none"> Small groups will be based on DRA scores K-2; WASL scores 3-8 any student reading below standard will be placed in a literacy group. 	Double-dose model throughout the year	Colleen Stump Literacy specialist	Students have been identified by DRA scores, WASL scores, and teacher recommendation. The Literary specialist will see groups of students no more than 10 3 times a week. The focus of the small groups will be phonics development, comprehension strategies, decoding strategies etc. depending on grade level and need.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide a comprehensive literacy program based on Balanced Literacy.	<ul style="list-style-type: none"> This will benefit all students in the building as we are developing common strategies that serve all students. 	Daily reading blocks	Classroom teachers	All classrooms will implement a balanced literacy program including but not limited to; word study, guided reading, independent reading, read aloud, and skills practice. We have begun a whole staff reading using Strategies that Work by Stephanie Harvey. As well as using the Balanced Literacy document provided by the school district to focus our professional development.
Use strong/consistent assessment practices to regularly evaluate student growth and adjust instruction as needed.	<ul style="list-style-type: none"> All students in the school grades 1-3 will be assessed formally 3 times throughout the school year. Students below grade level standards will be addressed more frequently depending on need. 	Throughout the year	Colleen Stump Literacy teacher	Teachers will be given professional development in how to administer the DRA or the Quick assessment from Columbia Teacher's College. Teachers will be expected to administer the assessments twice a year for all; a third assessment may be given in the middle of the school year.
Data teams will establish and evaluate a goal that supports level 1 level 2 students.	<ul style="list-style-type: none"> WASL Level 1 and level 2 students. Students below standard on DRA 	Data teams meet monthly to evaluate progress	Heather Swanson, Principal Data team heads	Teachers are working in grade level data teams, smart goals are written and evaluated on a monthly basis. Teachers bring student work and follow protocols for examining progress. Data teams report out to the staff and create a portfolio of evidence.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide supplemental resources to classrooms to meet the needs of students both above and below standard	<ul style="list-style-type: none"> All students will benefit, focus on materials for students in the upper and lower quartiles. 	Purchased annually	Barb Barden Colleen Stump Amy Griffin	Increase the school collection of books both in the library and in individual classrooms to support the balanced literacy model.

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>
Learning Walks	All classrooms	Heather Swanson, Principal	Learning walks will be conducted weekly to look for evidence of Balanced Literacy. Weekly feedback written to support what is evidenced in the classrooms. Staff meeting time will be used to reinforce instructional practices.
DRA	All students 1-3 two times a year. Students below grade-level three times a year.	Colleen Stump, Literacy Specialist Classroom teachers	This assessment provides on-going information about student progress and can be used to design classroom reading instruction.
Looking at Student Work	Level 1 or Level 2 students. Students below standard on DRA	Colleen Stump, Literacy Specialist Individual data teams	Grade level teams will meet monthly to look at students below standard and adjust teaching practices based on demonstrated need.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
WASL	Grades 3-8 Yearly	Jennifer Davidson	The WASL provides administration, parents and classroom teachers with summative data for individual students and school- wide trends.

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>	
DRA training	All staff k-3	First session 9/24 follow-up as needed with the literacy specialist.	Using our literacy specialist we will provide on-going support for the accurate use of DRA testing.
Balanced Literacy	All staff	This PD is scheduled for once every two months, early release or Staff meeting days.	Using our literacy resources in the building as well as in the district we will participate in consistent professional development in Balanced literacy.
Staff Meeting time	All Staff	Monthly staff meeting time will be devoted to balanced Literacy.	Colleen Stump will be presenting high leverage reading moves and instructional strategies during staff meeting time.

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>
Literacy corner dedicated in Tiger tracks	<ul style="list-style-type: none"> All families 	Monthly	Colleen Stump	Monthly updates provided to support parents with reading at home.
Focus on Literacy development at PTA forum	<ul style="list-style-type: none"> All families 	yearly	Heather Swanson, Principal Monica Schieber, PTA	Once a year PTA will host a forum event focused on Literacy development at Blaine. Offering tools and tips for parents.
Use Parent conferences to increase parent understanding of their children's reading development	<ul style="list-style-type: none"> All families 	Yearly	Classroom teachers	Classroom teachers will use parent conference time to talk about individual reading development.
Increase parent understanding of our literacy program at Curriculum Night	<ul style="list-style-type: none"> Level 1 and 2 student families, below standard on DRA 	Yearly	Literacy specialist	Presentation to families on curriculum night about student literacy and supports in the building.
Celebrate student learning	<ul style="list-style-type: none"> All families 	Yearly	Heather Swanson Laurel White	Evening of the arts, and Voices: evening events designed to celebrate and promote school wide success in the arts and humanities.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math

Lead Responsibility: Jennifer Hancock, math leader; Erik Skipper MS math leader, Heather Swanson, Principal; classroom teachers

S.M.A.R.T. Goal: 92% of 4th grade students will meet standard on the Spring 2009 WASL including moving 6 students from level 2 to level 3, 2 students from level 1 to level 2.
70% of 7th grade students will meet standard on the Spring 2009 WASL including moving 19 students from level 2 to level 3, 18 students from level 1 to 2.

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>
Staff will participate in district professional development around the EDM curriculum.	<ul style="list-style-type: none"> All students K-5 will benefit from this professional development. Each session focuses on a different aspect of the curriculum. 	The professional development will be delivered on 9/17, 10/22, 1/28, 3/18	Jennifer Hancock	This professional development is in alignment with the District's staff development model, we will be following the outlined trainings.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
MS math teachers will participate in the Studio classrooms professional development focus on thinking and understanding of mathematical ideas.	<ul style="list-style-type: none"> • Target students are all 6-8 MS math classes 	Pre-determined studio schedule	Erik Skipper	MS math teachers will continue to participate in the studio classroom work, looking at lesson planning and working with high leverage teaching moves
Implement the use of High Leverage moves to increase math thinking throughout the grade levels and create a common vocabulary around instruction.	<ul style="list-style-type: none"> • All students 	The high leverage moves were introduced in the August pre-service days, follow-up 10/29, 12/17, and other dates TBD	Heather Swanson	Teachers will work to understand and implement the use of the high leverage teaching moves. Teachers will be scheduled for learning walks to look at practices in the other classrooms.
Identify students level 3 or 4 in order to provide accelerated math opportunities	<ul style="list-style-type: none"> • Students scoring level 3 or 4 • Teacher recommendation 	Weekly	Classroom teachers Erik Skipper PTA	We will provide math opportunities for students to excel in higher math challenges, these may include Lego project, ALO, and math Olympiad programs.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District provided Assessments K-5	All students three times per year	Classroom teachers, organized through Jennifer Hancock	Assessment data will be reviewed by grade level bands to ensure student growth. Remediate or excel as needed. Data will be used to develop instructional plans.
Learning Walks	Weekly	Heather Swanson , Principal	Weekly learning walks focused on the high leverage math moves will inform professional development during the school year.
Exit Tickets Informal assessments Everyday math Unit assessments	Assessments will be on-going throughout the lesson	Classroom teachers	Use informal/ formal assessments on a regular basis to assess whether students have met the teaching point.
WASL	Grades 3-8	Jennifer Davidson	The WASL provides administration, parents and classroom teachers with summative data for individual students and school- wide trends.

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 EDM training	All K-5 teachers	The professional development will be delivered on 9/17, 10/22, 1/28, 3/18	This professional development is in alignment with the District's staff development model, we will be following the outlined trainings.
Studio Days	Teachers 6-8	Studio schedule	The professional development is in alignment with the CMP2 professional training.
Data Teams	Grade level teams	Monthly	Data teams will meet to collaborate, analyze student data, look for strengths and areas of growth in instructional practices, and use team time to develop and plan lessons.

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>
Increase parent understanding of our Math program and provide families with resources at Curriculum Night	<ul style="list-style-type: none"> • All Families 	Yearly	Classroom teachers	Classroom teachers will provide families with expectations and math resources to encourage families participation in student math development.
Focus on Everyday math development at PTA forum	<ul style="list-style-type: none"> • All families 	Yearly	Heather Swanson, Monica Scheiber	PTA will sponsor a forum to provide information to families regarding the Everyday Math curriculum in order to broaden parent understanding.
Increase student math development by providing families with learning expectations and resources during Parent Conferences.	<ul style="list-style-type: none"> • All families 	Yearly	Classroom teachers	Classroom teachers will use parent conference time to talk about individual math development.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Amy Griffin, Writing Coach; Heather Swanson, Principal; Classroom teachers

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

85% of 4th grade students will meet standard on the Spring 2009 WASL including increasing the percentage of students passing with a 4 from 12% to 20%.
 86% of 7th grade students will meet standard on the Spring 2009 WASL including increasing the number of students passing with a 4 from 20% to 35%.

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>
Explicit teaching in different genre with in Writer’s Workshop and content areas with regular opportunities for daily writing integrated throughout core subject areas.	<ul style="list-style-type: none"> All students 	Writing coach facilitating staff meetings. Attendance at WW institute days	Amy Griffin	All classroom teachers k-8 will participate in Writer’s workshop trainings appropriate to grade level and content areas. The focus will be on creating independent writers and incorporating Writer’s workshop strategies across content areas.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Focus on the development of content area notebooks	<ul style="list-style-type: none"> • Social studies and Science classes 	Throughout the year	Samantha Olson	Development of notebooks for use in social studies and science.
Increase the effectiveness of writing instruction	<ul style="list-style-type: none"> • All students 	Through out the year	Amy Griffin	Continued work and professional development for all staff on the writer's workshop model focus for the 08/09 school year on creating independence.
Increase the use of conferring as an instructional strategy.	<ul style="list-style-type: none"> • All students 	Daily	Amy Griffin NY writing coach	Continued work and professional development in WW- focus for 08/09 school year on conferring with individual students, and documentation or tracking of those conferences.

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>
On-demands	All students At the end of a unit of study	Classroom teachers Amy Griffin	On demand writing assessments will be used to asses what students learned from the prior unit of study and to develop next steps as it relates to grammar and or craft lessons.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Notebook evaluation	All students Weekly	Classroom teachers	Classroom teachers will develop systems and rubrics to evaluate student writing notebooks looking for evidence of grammar lessons, craft studies, volume, stamina, and independence.
Learning Walks	All classrooms	Heather Swanson	Weekly learning walks looking for evidence of WW will inform professional development during the school year.
WASL	Grades 4 and 7	Jennifer Davidson	The WASL provides administration, parents and classroom teachers with summative data for individual students and school- wide trends.

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>	
Writer's workshop Institute days,	All teachers K-8	District sponsored institute days happen on calendar PD days.	All staff will attend the appropriate WW days.
School based development	All teachers K-8	Every other week the writing coach will be coaching	School based PD will focus on individual coaching on weekly cycles and all staff development on big ideas.
Team Learning Walks	All teachers	Scheduled	All grade level teachers and specialists will go on a learning walk looking for evidences of WW in other classrooms, feedback will be written to individual teachers.

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

SECTION 2: MAJOR FOCUS AREAS

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>
Writer's Workshop class for parents	<ul style="list-style-type: none"> All families 	Scheduled to begin the week of Jan. 19 th	Heather Swanson, Classroom teachers	We will be teaching a WW unit to interested parents who would like to go through the process of generating ideas, writing, drafting, revising, and editing. Creating a final published piece.
Focus on increasing parents curricular awareness by providing Writing Workshop updates at the PTA meeting	<ul style="list-style-type: none"> All Families 	Monthly	Heather Swanson	I will provide curricular updates at all PTA meetings.
Increase parent understanding of writers workshop at Curriculum Night	<ul style="list-style-type: none"> All Families 	Yearly	Classroom teachers	Classroom teachers will provide information on the WW program and how students are progressing with the writing process.
Writing celebrations	<ul style="list-style-type: none"> All families 	End of units	Classroom teachers	Classroom teachers will provide the opportunities for families to participate in writing celebrations with their students.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility: Randy Self, teacher; Lisa Duke, teacher

S.M.A.R.T. Goal: 70% of 5th grade students will meet standard on the Spring 2009 WASL including increasing the percentage of student passing with a level 4 from 14% to 20%.
 80% of 7th grade students will meet standard on the Spring 2009 WASL including increasing the percentage of students passing with a level 4 from 35% to 40%.

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>
Target scientific thinking and communication, emphasizing expository writing	<ul style="list-style-type: none"> All students will benefit with focus on increasing the numbers of students meeting standard 	Fall 2008	Randy Self Tim Mead K-5 teachers	Using the writer's workshop model we will increase the culturally relevant expository writing and reading students are exposed to.
Science Kits fully utilized K-8	<ul style="list-style-type: none"> All Students 	Fall 2008	All teachers will have completed science kit training	In order to effectively implement science kits, all teachers will have completed the science kit training.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Lab notebooks integrated with Writer's workshop	<ul style="list-style-type: none"> Grades 6-8 	Beginning with one group Fall 2008	Tim Mead Randy Self	MS science teachers will begin to work with the Writer's workshop model to develop science notebooks that reflect genre writing. Notebooks will be used to document student growth and thinking.
Administer classroom based assessments that align with WASL stems	<ul style="list-style-type: none"> All students focus on Below standard 	Ongoing	Classroom teachers k-8	Students will be exposed to WASL type stems and vocabulary to help support there

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>
Learning Walks	All students	Heather Swanson	Learning walks will be conducted weekly to provide evidence and written feedback to teachers about instructional practices.
WASL	Grades 5 and 8	Jennifer Davidson	The WASL provides administration, parents and classroom teachers with summative data for individual students and school- wide trends.

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>	
Invite district science personnel to provide workshop training	All Staff		We will continue to work with district resources to update and provide teachers with professional development.
Writer's workshop training in use of notebooks	Science staff	On-going	WW personnel will work with science teachers to create a rubric for scoring, and procedures for setting up science notebooks.

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>
Evening of the Arts and Science	<ul style="list-style-type: none"> All students 	Yearly	Randy Self Laurel White	Evening of the Arts and Sciences will celebrate the MS science fair projects.

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>
Music/Arts/Drama	Understanding that a complete education includes exposure in the arts Blaine will provide a comprehensive arts program.	We will provide multi-arts to all students at least twice a week. Additionally we will provide opportunities for exposure to the arts. Providing assemblies, and after school programs.
Social/emotional well-being	To support the social and emotional well-being of all students.	Implement wrap around services that will support social growth and eliminate barriers to participation in school.
Cultural competency	Close all Educational Gap for all populations including special education population.	We will create highly motivating classrooms for all students by implementing culturally responsive teaching practices. Continued staff development in cultural competences.

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	Identify below standard students in effort to provide individualized instruction	1.0 FTE	Y	1000	
Writers Workshop	Provide resources and professional development	\$5000	Y	PTA	
All	Extra-time for staff development	\$10,000	Y	1000	
Math	Hiring a math coach/teacher to support math development in building	\$52,000	Y	PTA	

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
PTA	We have a strong PTA that supports the instructional decisions of the school. PTA is integral in keeping programs running and providing support resources for all staff.	As needed			Yearly
SSIA	Successful Schools in Action is an educational non-profit working with seven public schools, K-12, to provide collaborative and community based programs. Our partner schools in the Queen Anne and Magnolia neighborhoods of Seattle include: Coe, John Hay, and Lawton Elementary, Catharine Blaine K-8, McClure Middle School, The Secondary Bilingual Orientation Center, and the Center School. SSIA seeks to share resources to support and strengthen public schools through innovative strategies and community partnerships to secure high levels of success for every student in every school. SSIA elementary programs include <u>Debate Club 4-5</u> , <u>Tutoring K-5</u> , and <u>Collaborative Conversations</u> between teachers around shared instructional issues.	Monthly meeting for board	N/A	N/A	Yearly