

Seattle Public Schools  
Continuous School Improvement Plan (C-SIP)  
For the 2008-10 School Year

Brighton  
Beverly Raines  
September 21, 2008



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### Revision History

Revision Number	Date	Comments
1	10/27/2008	Edits by Office of School Improvement
2	11/25/2008	Edits by Office of School Improvement
3	12/2/2008	Edits by Office of School Improvement
4	12/11/2008	C-SIP Peer Reviews
5	01/13/2009	Edits by Office of School Improvement

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

## SECTION 1: SCHOOL OVERVIEW

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

**Brighton; A Bridge to Excellence.** Brighton is a school where all children will be given the opportunity to receive a sound academic, social and cultural education. The vast multi-ethnic and multi-cultural composition of Brighton’s students will be nurtured in an effort to raise student self-esteem and have them become productive citizens.

### 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	While 70% of students in grade 3 met standard in the math WASL, only 22% of the students in the 4 <sup>th</sup> grade and 47% of students in the 5 <sup>th</sup> grade met standard on the math WASL.	<ul style="list-style-type: none"> <li>• We have set a S.M.A.R.T. goal to increase the overall percentage of students at Brighton meeting math standard from 50%** to 70%, which means moving at least 26 students from Levels 1 or 2 to at least a Level 3 on the math WASL. Since the 3<sup>rd</sup> grade class is already achieving at this higher level, the majority of increase will need to be in 4<sup>th</sup> and 5<sup>th</sup> grade math achievement.</li> <li>• In order to meet this goal, students who have scored at a Level 1 or 2 on the Math WASL will have individualize math plans, double-dose instruction through the Excel program (funding dependent), remedial in-class tutoring, and targeted WASL prep.</li> <li>• All students will receive explicit, intense math instruction time in through 60-75-minute block periods.</li> </ul>
2	Targeted reading interventions and progress monitoring over last five years have moved many students scoring at Levels 2 and 3 on the reading WASL to Levels 3 and 4.	<ul style="list-style-type: none"> <li>• We have set a S.M.A.R.T. goal that, in addition to sustaining the improvements in reading achievement made over the last five years, to also increase the percentage of students meeting reading standard from 65% to 80%, which means moving at least 20 students from Levels 1 or 2 to at least Level 3 on the reading WASL.</li> <li>• In order to meet this goal, students who scored at Levels 1 and 2 on the reading WASL, will be identified and participate reading interventions such as the HOSTS tutoring program</li> <li>• All students K-5 will participate in 90 minute morning literacy blocks that include level-appropriate balanced reading instruction each day.</li> </ul>
3	Last year, parent involvement in school events and activities averaged at 20% percent.	<ul style="list-style-type: none"> <li>• We have set a S.M.A.R.T. goal to inspire and increase parent involvement in school activities by 10% which will benefit the academic, social and emotional growth of our students.</li> <li>• In order to reach this goal, we will conduct parent events and home visits, engage in a variety of forms of communications, to increase family presence at the school.</li> </ul>

\*\*Note that the Brighton school-wide average is 50%, even though the 4<sup>th</sup>/5<sup>th</sup> grade Math WASL averages are both lower. This is due to the larger number of 3<sup>rd</sup> grade students, whose average score is 70%

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

### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Math</b>	While 70% of students in grade 3 met standard in the math WASL, only 22% of the students in the 4 <sup>th</sup> grade and 47% of students in the 5 <sup>th</sup> grade met standard on the Math WASL.	Increase overall percentage of Brighton students meeting math standard from 50%** to 70%, which means moving at least 26 students from Levels 1 or 2 to at least a Level 3 on the math WASL. Since the 3 <sup>rd</sup> grade class is already achieving at this higher level, the majority of increase will need to be in 4 <sup>th</sup> and 5 <sup>th</sup> grade math achievement.
<b>Reading</b>	Targeted reading interventions and progress monitoring over last five years have raised student reading scores substantially. However, there is still room for improvement in this area.	Sustain the improvements in reading achievement made over the last five years and also increase the percentage of students meeting reading standard from 65% to 80%, which includes moving 20 students from Levels 1 or 2 to at least a Level 3 on the reading WASL.
<b>Family Engagement</b>	Engaging families in the goals we set for students will increase support for the goals and the likelihood they will be met.	To inspire and increase parent involvement in school activities by 10% which will benefit the academic, social and emotional growth of our students.

\*\*Note that the Brighton school-wide average is 50%, even though the 4<sup>th</sup>/5<sup>th</sup> grade Math WASL averages are both lower. This is due to the larger number of 3<sup>rd</sup> grade students, whose average score is 70%

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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.*

Brighton's C-SIP and focus areas work aligns with and will support Seattle's Strategic Plan goals in the following ways:

- **Math:** By increasing the percentage of our students who meet WASL standards in math to 70%, our school will contribute to the district's student performance target of 80% of 7<sup>th</sup> graders meeting or exceeding math standards by 2012-13.
- **Language Arts:** By increasing the percentage of our students meeting WASL standards in reading to 80%, our school will contribute to the district's student performance target of 88% of 3<sup>rd</sup> grade students meeting/exceeding reading standards by 2012-13.
- **Family Engagement:** By increasing family engagement in our school, we will support the district's vision of the whole community being engaged as partners in supporting and strengthening the school system. This work also supports the goal in the Strategic Plan to engage our families more often and more effectively.

### 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 performance as part of Seattle's Flight School Initiative. Specifically, our school is:

- Developing an aligned curriculum both vertically and horizontally;
- Collaboratively examining data and student work to assess instructional needs;
- Increasing the level of academic rigor in core subject areas;
- Applying research-based programs to improve student achievement;
- Implementing strategically aligned professional development for all staff;
- Building upon and expanding existing community partnerships.

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

## SECTION 1: SCHOOL OVERVIEW

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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 PTA meeting and open house.</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>

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## SECTION 1: SCHOOL OVERVIEW

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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:	<ul style="list-style-type: none"> <li>• Our school's Building Leadership Team (BLT) includes two 3<sup>rd</sup> grade teachers, one reading coach, one instructional coach, principal and counselor. We currently do not have a classified staff member.</li> <li>• Our BLT is instrumental in taking the lead on data studies, assessment, professional development and oversight of our C-SIP.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT, parents on the PTA board and FSW staff.</li> <li>• Our C-SIP was presented at Open House and our P TA Meeting and their input included in our C-SIP refinement. This event included parents for whom English is not their primary language.</li> </ul>
	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.
<i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.	
How were parents notify of	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.	

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Topic	Description
the school's Parent Policy?	
What are the district's responsibilities in this process?	<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>

### 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.

### 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.

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### Title I School-Wide Program 10 Components

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 (August 25, 26, 27, 2008 and October 10, 2008) and in our Building Leadership Team (BLT) (August 20, 21, 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 in every major goal area (September 19-30, 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 19-30, 2008).</li> <li>• We created a master schedule to maximize available student learning time especially in literacy and mathematics (October 16, 17, 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>
6	<p>What do we do to increase parent</p> <p>Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and</p>

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## SECTION 1: SCHOOL OVERVIEW

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	involvement?	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 hosted an event for pre-schoolers and their families to meet our kindergarten team and tour the school on September 3, 2008 (Continental Breakfast) and at Open House on September 24, 2008 (Dinner).</li> <li>• We hosted a welcoming activity for incoming Grade K-5 students to tour the school and meet our school's staff on September 3, 2008 (Continental Breakfast) and at Open House on September 24, 2008 (Dinner).</li> <li>• Brighton and Aki Kurose staff talk to discuss students transitioning t from Brighton to Aki each year. Our grad 5 teachers actually visit the program to get information, visit classrooms and share with the Aki staff the experiences our students have had at Brighton. Due to our connections in the Flight program, we are generally able to share additional information in August before the start of school.</li> <li>• Also, in regard to other middle schools we personally have talked to the vice-principal or counselor about students as requested. Of course, all files are forwarded to the receiving school the summer prior to the student's move to their respective middle schools in district.</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.
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

### FOCUS AREA #1: Math

**Lead Responsibility:** Beverly Raines (Principal) and Raymond Chi (Math Support Teacher)

**S.M.A.R.T. Goal:** Increase the overall percentage of students at Brighton who meet the WASL math standard from 50% to 70%, which means moving at least 26 students from Levels 1 or 2 to at least a Level 3 on the Spring 2009 math WASL. Since the 3<sup>rd</sup> grade class is already achieving at this higher level, the majority of increase will need to be in 4<sup>th</sup> and 5<sup>th</sup> grade math achievement.

**\*\*Note that the Brighton school-wide average is 50%, even though the 4<sup>th</sup>/5<sup>th</sup> grade Math WASL averages are both lower. This is due to the larger number of 3<sup>rd</sup> grade students, whose average score is 70%**

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide an explicit, intense 60-75 minute Math Block, using instruction aligned with district and state standards ( <i>Everyday Mathematics</i> curriculum)	All students	Daily, throughout school year	Beverly Raines Raymond Chi	Plan and implement math instruction and assessment in accordance to the EDM Pacing Guide. Emphasis on following scope/sequence of EDM: Explorations, Games, Manipulatives, Projects, Home Links, and Minute Math.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Identify students needing additional math support, include those scoring Levels 1 and 2 on WASL to determine support needs.	4 <sup>th</sup> –5 <sup>th</sup> students at WASL Levels 1 and 2 in Math, and 2 <sup>nd</sup> -3 <sup>rd</sup> students below grade level on other math assessments	2-4 times per week	Beverly Raines, SIT team, Raymond Chi	Utilize SIT to identify students, create individualized math plans, and provide double dose math instruction through the Excel program (targeting grade 4), remedial in-class tutoring, and targeted WASL preparation.
Supplement <i>EDM</i> with school-wide opportunity to practice reasoning and communication of mathematical thinking	All students K-5	Two times a month	Beverly Raines, Raymond Chi	School-wide math problem packet promoting reasoning and communication of mathematical thinking. All problems align with newly designed state standards in math.
Participation in <i>MESA</i>	5 <sup>th</sup> grade students	Mesa Day is once a year in May	Beverly Raines	<i>MESA</i> gives teachers tools and skills to engage minority students in math and science. Teachers use hands-on activities and investigations. Students think of themselves as scientists and mathematicians. At <i>MESA</i> Day, students tackle problem-solving challenges such as building straw towers, sail cars, and catapults.

**Note:** Please delete or add rows as necessary.

# 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>
Grade level team collaborative meetings to discuss student work and pacing schedule	All students K-5, 2 times a month	Beverly Raines	Grade level teams to participate in math study group data teams. Teams will conduct regular analysis of student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction.
District Math Assessments K-5	Students in 1 <sup>st</sup> -5 <sup>th</sup> grade will take the SPS beginning, mid-year, and end of year assessments.	Beverly Raines and Raymond Chi as leads. Teachers administer assessments according to district calendar and send results to central office. SPS responsible for scoring/reporting results.	Beginning, mid, and end of the year assessments to assess student GLE skill development. Teachers will use data to develop instructional plans. Also, teachers will develop Student Learning Plans for students not performing at standard.
Classroom based assessments such as Math Journals and EDM Unit Previews/ End of Unit Tests	Grades 1-5 assessed at beginning and end of each EDM unit. Grades 3-5 will utilize math journals.	Teachers are responsible for administering, scoring and analyzing results.	Info from math journals used to plan instruction on communication of mathematical understanding. EDM pre-unit assessments used to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
WASL	Grades 3-5	Beverly Raines, Hilary Rosenfield	WASL provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

**Note:** Please delete or add rows as necessary

# 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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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>	
<i>Everyday Mathematics (EDM) training</i>	Initial use training for teachers new to SPS, and continuing training for all classroom teachers	Continuously, scheduled by Seattle Public Schools (for full math professional development offerings, see <a href="http://inside.seattleschools.org">inside.seattleschools.org</a> )	Teachers will explore the philosophy and components that comprise the program; Learn effective strategies for planning, managing and teaching lessons; Experience games and routines found within the program; Investigate assessment opportunities.
Collaborative Analysis of Student Data	All grade level teachers	Two times per month	Through participation in the Flight program, teachers receive ongoing professional development in best practices in determining collaboratively-focused work, and participation in a PLC including analyzing data and student work, using assessment to improve instruction, and high leverage teaching moves.
Classroom support from math support teacher and principal	Teachers in grades 3-5	Weekly	Regular classroom visits to support curriculum, student learning, teacher instructional practice and outcomes.
Grade level team collaborative meetings to discuss student work and pacing schedule	Teachers	Two times a month	Grade level teams to participate in math study group data teams. Teams will conduct regular analysis of student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction.

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### SECTION 2: MAJOR FOCUS AREAS

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PD Opportunity	Participants	Timing, Frequency & Duration	Description
Peer observations	Teachers	Two times a year	As part of the Flight initiative, teachers of both schools will have the opportunity to observe each other, using established criteria and then participate in post-observation de-brief and discussion.
Staff meetings	Staff	One-two times per month	Discussion and analysis of state standards for alignment with <i>EDM</i> curriculum; increased awareness of content and process standards; and vertical alignment across grade levels.
Staff retreat	Staff	One time per year	Examination of Math WASL data and <i>Literacy Strategies for Improving Mathematics Instruction</i> (by Joan M Kenney) book study
Academic learning conferences and trainings	Staff TBD, as is relevant to their roles and learning needs	Each conference/training is held once a year	Stay current on research-based best practices by attending conferences/trainings offered by the following organizations - OSPI; Teachers of English to Speakers of Other Languages/National Association for Bilingual Education (ESL staff); Association for Supervision and Curriculum Development; National Association of Elementary School Principals/ Association of Washington School Principals.

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## 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>
Academically-focused math family events	All families	Two times a year	Mary Miller, Raymond Chi, Sherra San Jose, Dennis Raymond	Math / WASL events to engage families to support students in math. Events target students needing intervention support (Family Support Worker to phone invite these students' families) as well as students meeting standard that would benefit from acceleration.
Parent-teacher conferences	All families	One time a year	Teachers	Teachers will hold conferences and emphasize to parents of students below grade level in math, to review skills that need more work and strategies to improve performance.
Communication with families	All families	At the beginning of each new math unit (eight-ten times a year)	Teachers	Teachers will send home parent letters at the beginning of each new math unit to identify skills that will be covered.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #2: Reading

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**Lead Responsibility:** Beverly Raines (Principal), DaZanne Porter (Literacy Coach), and Hilary Rosenfield (Instructional Coach)

**S.M.A.R.T. Goal:** Sustain the improvements in reading achievement made over the last five years and also increase the percentage of students meeting reading standard from 65% to 80%, which includes moving 20 students from Levels 1 or 2 to at least a 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>
Identify students scoring below standard (at a Level 1 or 2) on the WASL and others needing assistance to provide individualized intervention	2nd – 5 <sup>th</sup> grade students below standard on state assessments	Daily	DaZanne Porter and Elise Melfi	Progress monitoring to create student “hot lists,” and focus on areas of weakness to develop strategic interventions. The following resources will be utilized for students below standard in reading: HOSTS tutoring instruction 3-4 times a week, Team Read, Rewards, Corrective Reading, and Bilingual IA Interventions.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide a comprehensive literacy instructional program through a 90 minute reading block where student groups work at appropriate instructional level	All students	Daily	DaZanne Porter and Classroom Teachers	Teachers will use the following reading curriculums: <i>Imagine It</i> (K-3) and <i>Houghton Mifflin</i> (grades 4-5). All classrooms will implement a balanced literacy program w/ emphasis on the Big 5: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.

**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>
DIBELS, DRA, and GRADE (Group Reading Assessment and Diagnostic Evaluation) testing	All students assessed multiple times throughout the year to establish starting point, mid-way progress, and final resulting scores	DaZanne Porter, Hilary Rosenfield	These assessments provide data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support and enrichment.

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Classroom-based assessments ( <i>Imagine It</i> and <i>Houghton Mifflin</i> curriculums' benchmark tests)	Grades K-5	Classroom Teachers	Whole class assessments designed to provide teachers data around students' ability to read text accurately with comprehension. Frequent monitoring of student progress via weekly progress monitoring with feedback K-3, reading leadership team meetings, and grade level team meetings to determine next steps in reading instruction, additional support and enrichment.
WASL	Grades 3-5	Beverly Raines, Hilary Rosenfield	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

**Note:** Please delete or add rows as necessary

## 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>	
Training to support new reading curriculum	K-3 teachers	Teachers participate in a 3-day summer institute	<i>Imagine It</i> training to learn how to use the new K-3 reading curriculum,
Academic learning conferences and trainings	Staff TBD, as is relevant to their roles and learning needs	Each conference/training is held once a year	NUA workshop on effective teaching strategies, GLAD training to support ELL students' needs, Reading First, International Reading Association, and Plain Talk (CDL-sponsored) for reading intervention strategies. Research-based best practices at conferences/trainings offered by OSPI, TESOL, NABE, ASCD; NAESP, and AWSP.
Literacy instruction coaching support	Teachers	Weekly	School-based literacy coach will conduct regular classroom visits to determine and provide appropriate supports.
Peer observations	Teachers	Two times a year	As part of the flight program, teachers of both schools will have the opportunity to observe each other, using established criteria and then participate in post-observation de-brief and discussion.
Staff meetings and staff retreat	All staff	Retreat is one time per year and staff meetings are one-two times per month	Discussion & analysis of state standards as they align to <i>Imagine It</i> and <i>Houghton Mifflin</i> curriculums; increase awareness of content and process standards; and vertical alignment across grades.

# 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>
Academically-focused literacy family events	All families	Two times a year	Mary Miller, DaZanne Porter, Sherra San Jose, Dennis Raymond	Literacy / WASL events to engage families to support students in reading. Events target students needing intervention support (Family Support Worker to phone invite these students' families) as well as students meeting standard that would benefit from acceleration.
Parent-teacher conferences	All families	One time a year	Teachers	Teachers will hold conferences and emphasize to parents of students below grade level in reading, to review skills that need more work and strategies to improve performance.
Communication with families	All families	Beginning of each reading unit (approximately eight times a year)	Teachers	Teachers will send home parent letters at the beginning of each new reading unit to identify skills that will be covered and ways they can support their children.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #3: Family Engagement

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**Lead Responsibility:**

Beverly Raines (Principal), Dennis Raymond (Parent Volunteer Coordinator), Mary Miller (Family Support Worker), Lenda DiCola (School Counselor), and Sherra San Jose (PTA)

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

To inspire and increase parent involvement in school activities by 10% which will benefit the academic, social and emotional growth of our students.

**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>
Parent events to provide opportunities for increase involvement.	All students	Approximately monthly, throughout the school year.	Beverly Raines, Sherra San Jose, and various committees	Events include teacher conferences; parent retreat, academic math and literacy nights; information session on student assessment; volunteer appreciation reception; parent involvement day; multicultural events; and bilingual orientation.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Home visits	All students	August through October, 2008	Teachers	Teachers will visit students' families prior to the start of the school year in order to initiate contact with families and encourage ongoing involvement in school.
Communications with families	All students	Year-round, every month	Beverly Raines, and office staff	Communications include monthly newsletter w/ tips on how to work with students at home; regular phone calls, letters, and emails from teachers; discussions during conferences; daily checks for absent students; math packets to encourage parent involvement.
Building up parent presence at school	All students	Year-round	Beverly Raines, Elisa Melfi, Sherra San Jose, Dennis Raymond, Mary Miller	Maintenance of parent/PTA center room; field trips; school programs and assemblies featuring student performances, presentations and exhibitions; culture weeks where family members bring artifacts/food to teach and create displays reflecting student diversity. Also, continue systems for parents to volunteer at school, in order to increase parent presence in the building.

**Note:** Please delete or add rows as necessary.

## 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>
Home visit reports	All students	Teachers conducting home visits	Teachers will report to the principal on the number of successful home visits conducted and information learned that will be incorporated into instructional strategies or SLPs for specific students.
Parent surveys	All students	FEAT team, which includes teachers, other staff, parents, and administrator	Committees (BLT, FEAT, Safety) will review parent and student survey data. Based on survey results, action steps to increase family engagement in the school will be identified and implemented.
Ongoing monitoring of data on various parent/family factors.	All students	FEAT team, which includes teachers, other staff, and administrator	Committees (BLT, FEAT, Safety) will review data on the following and then develop action steps to address results. a. attendance at family events b. parents who work with students at home / have students who turn in homework c. parents joining and participating in the PTA

## 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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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>	
Home visit training	All teachers	One time per year at summer Flight school training	Procedures, best practices and cultural sensitivity are developed to enhance the successful outcomes of home visits.
Staff meetings	All teachers	One time per month	FEAT team, led by principal to regularly make presentations and lead discussion on the results of school efforts and how to best move forward to enhance progress.
Training opportunities for volunteers	Volunteers	Ongoing as required.	A volunteer orientation is held in October and then additional training is given, depending on the role, tasks, and previous experiences of the particular volunteer

## 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>
Writing	Students write clearly and effectively as measured by the GLE's and AYP data. Eighty percent of our fourth grade students will pass the Spring 2009 WASL.	Continue to utilize the extended response writing frames for comprehension as part of the 90-minute reading block. Teachers will integrate an aligned writing curriculum across all content areas, and incorporate 6-trait writing and NUA strategies. Additionally, Brighton will apply to the district to become a Writer's Workshop school.
Positive mental attitude (PMA)	Students will increase achievement through optimistic thought processes. PMA employs a state of mind that continues to seek, find, and execute ways to succeed regardless of the circumstances. It rejects negativity, defeatism and hopelessness. The process of achieving PMA employs motivating "self talk" and deliberate goal-directed thinking	School wide PMA Assemblies are held every Monday morning as a way to start the academic week on a positive note. The students participate in affirmations and classrooms take turns in the responsibilities of both leading and presenting at PMA.
Technology	Increase student and teacher technical skills by integrating technology into daily classroom instruction, particularly in the intermediate grades, to enhance academic achievement and communication skills in math, reading and writing	Led by the Librarian/Educational Technology Specialist, teachers will use media/internet and <i>Accelerated Reader</i> books online to enhance academic achievement. Also, student computers will be updated
Safety	Implement a plan that will provide for the safety of students, staff members, and parents, including a system that governs the playgrounds and school plant during hours of operation.	The safety strategies are to implement a school-wide hall pass system, Policy Book rules, staff supervision throughout the school, students trained in safe behavior programs, updated emergency forms, monthly staff/parents safety meetings, two stipended safety patrol monitors for increased supervision. Fire, earthquake, and other necessary drills will be practiced.

## 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
Advance learning/acceleration	Inculcate rigor into every classroom at every level to provide students with the academic skills that will elevate them to higher levels of academic achievement.	Provide explicit, intense math, reading and writing instruction to allow students to demonstrate higher levels of academic competencies. Students will conduct research and create end-of-the-year presentations to enhance student interest in learning and support communications skills.

**Note:** Please delete or add rows as necessary

## 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
Math	Provide an explicit, intense 60-75 minute Math Block, using instruction aligned with district and state standards (Everyday Mathematics curriculum)		Yes	Baseline, Title 1	
Math	Identify students needing additional math support, include those scoring Levels 1 and 2 on WASL to determine support needs.		No	Baseline, Title 1	
Math	Supplement EDM with school-wide opportunity to practice reasoning and communication of mathematical thinking		Yes	Title 1	
Math	Participation in MESA		Yes	Baseline	
Reading	Identify students scoring below standard (at a Level 1 or 2) on the WASL and others needing assistance to provide individualized intervention		Yes	Baseline, Reading First, Title 1	
Reading	Provide a comprehensive literacy instructional program through a 90 minute reading block where student groups work at appropriate instructional level		Yes	WA Reading Corps	
Family Engagement	Parent events to provide opportunities for increase involvement.		Yes	Title 1, Family Involvement Levy, FEAT, Reading First,	

**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>
				ESL funding	
Family Engagement	Home visits		Yes	Flight school NEA grant	
Family Engagement	Communications with families		Yes	Baseline, PTA	
Family Engagement	Building up parent presence at school		Yes	PTA, Family Involvement Levy,	

**Note:** Please delete or add rows as necessary

## 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
Penny Harvest	School participates in city-wide annual collection of money that will go toward community social organizations. A group of 5 <sup>th</sup> grade students will meet to determine specific causes and organizations to donate to.	Once a year	N/A	N/A	Ongoing
Starbucks #382	Community partner in annual Penny Harvest; Free outdated coffee, unsold cups, etc. for staff consumption and for parent use to increase welcome environment.	Four times a year	N/A	N/A	Ongoing
Lowe's Hardware	Support to provide a welcoming environment in the donation of flower bulbs for the school grounds.	Once a year	N/A	N/A	Ongoing
Rainier Chamber of Commerce	The school is a member of the RCC and we are invited to and attend luncheons to meet and network with community business people. This brings in volunteers to the school.	Monthly luncheons	N/A	N/A	Ongoing
Southeast Seattle Senior Center	Educational enrichment for fifth grade who visit. Our students learn from their life experiences during the Civil Rights and WWII eras. Special needs also visit and dance for/with the seniors. They also provide volunteers for the school.	Four times a year	N/A	N/A	Ongoing
Kids in Need Boeing Bluebills	Family support in the donation of school supplies for teacher and student use.	Twice a year	N/A	N/A	Ongoing

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

<b>Partner(s)</b>	<b>Description</b>	<b>Timing</b> (when, how often)	<b>Outside Funding</b> (if any)	<b>Outside Funding Source</b>	<b>Duration of Partnership</b>
Parent Teacher Association	Educational support for fieldtrips and education night events. They brought SPD to provide a Block Watch provide presentation to address neighborhood issues. They have also hosted a one-day parent retreat and regularly encourage parent involvement in the school.	Monthly meeting and periodic events	Fieldtrip scholarship funds and event night food costs	PTA	Ongoing
Additional organizations that supported our Penny Harvest campaign	Washington Federal (Columbia City and Rainier Beach branches) and Homesight.	Yearly	N/A	N/A	Ongoing
Jump Rope for Heart	This program engages students in jumping rope while raising funds to support lifesaving heart and stroke research. Students ask for donations and receive thank-you gifts based on the dollars they raise. It teaches physical fitness, and promotes the value of community service to students and their families.	Yearly	N/A	N/A	Ongoing