

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

Broadview-Thomson K-8
Jeanne Smart, Principal
September 5, 2008



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Revision History

Revision Number	Date	Comments
1	10/27/08	Edits by Office of School Improvement
2	11/24/08	Edits by Office of School Improvement
3	12/9/2008	C-SIP Peer Reviews
4	12/19/08	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.

We educate students to be productive lifelong learners in a safe, nurturing environment challenging all to achieve excellence in academic standards, thinking skills, technology, and citizenship. In recent years, our school community has increased significantly in the diversity of learners and the families who support them. Our school now includes general education students from our service area and significant bi-lingual, special education and low-income student populations as well students who qualify for the District's Spectrum program. To that end, we've aligned our efforts on strengthening our knowledge and instructional skills in program across our school. In addition, our newly consolidated school includes populations from both the Broadview and Viewlands communities as well as the District's Autism Inclusion program. To address the needs of our population, we've targeted our school's resources to provide instructional staff with uniform professional development opportunities as well as instructional materials. In addition, we have supported professional learning communities as the vehicle to promote effective instructional practice across our school.

When teachers recognize that knowledge for improvement is something they can generate, rather than something that must be handed to them by so-called experts, they are on a new professional trajectory. They are on the way to building a true profession of teaching, a profession in which the members take responsibility for steady and lasting improvement. They are building a new culture of teaching (Hierbert and Stigler, 1999).

Given the diverse and significant needs of our population as well as the variety of programs which serve our students, we have determined that our interventions must be powerful, data driven, systematized, frequently monitored, and flexible. We have aligned our work to this purpose.

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SECTION 1: OVERVIEW

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	<p>While many of our students are succeeding, the achievement of sub-groups in our student populations lags behind others including English Language Learners, Special Education, and students who are economically disadvantaged. Note: overlap in these categories</p>	<p>LAP and Title I dollars have been committed to strengthen program in areas where student performance indicates we have the greatest need.</p> <p>We maintain a strong prevention/intervention focus with our youngest students. Given that “time on task” has the greatest correlation with student achievement, we offer full time kindergarten to all students at no cost to their families using Title I funding for this purpose. In addition, our tutoring program focuses on early intervention with LAP funding turned to this purpose. We also offer extended time for reading through our Team Read program (Grades 2 and 3)</p> <p>Bi-lingual program staff are aligning their practice to “best practice” as outlined in the most recent bi-lingual audit. We are moving from a limited pullout model to “inclusion” with a strong focus on K, 1, 2 alignment. In addition, we focus professional development dollars on GLAD training for all staff (in addition to a PD focus on balanced literacy including the use of NUA strategies, Every Day Math, and Science.) We have set aside additional Title I hours to increase bi-lingual IA time at our school.</p> <p>We have re-organized our Special Education Department to provide better service to all students by having all special education staff working in a “team” setting with each staff member capitalizing on his/her strengths (this include resource room and Autism Inclusion and support staff.). In addition, we have initiated a focus on RTI in our school (have created committee, shared information, assigned responsibilities and are currently collecting data) to ensure that students are not slipping through the slacks, are receiving timely Tier 2 and Tier 3 interventions, and are being referred appropriate for additional evaluation.</p> <p>Approximately 20 of our staff completed “Writers Workshop” classes this summer and are initiating this program in their classrooms this year; increase in “time on task”, and relevancy (motivation).</p> <p>Family engagement continues to be a priority for our work (Latino Family Group, work with the Eritrean</p>

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Insight		How is this insight addressed in our C-SIP?
		community) and our PTA (math, literacy, and WASL evenings scheduled thus far).
2	Student achievement in mathematics has decreased over the past several years. ELL and special education population's achievement lags behind others.	<p>Professional development time for mathematics this year is focused on the continued use of Data Teams to improve student achievement in mathematics.</p> <p>In addition, all staff will participate in district directed professional development opportunities around EveryDay Mathematics (math leaders).</p> <p>A math coach has been assigned to our school .5 this year and we will target his support to our Data Team development (enhancing knowledge of strategies to be employed in instruction) as well as in assisting bi-lingual and special education staff in increasing knowledge and skill.</p>
3	The greatest number of students not succeeding in reading as measured by the DRA is entering Grade 2 this year. The percentage of students not at grade level is larger than in past years. There are a small number of Grade 3 students that need assistance in reading at Grade 3. We are very pleased with the achievement of our incoming Grade 1 students.	<p>We are focusing tutors funded through our LAP program at Grade 2 where 43 of 99 students did not meet standard at the end of Grade 1 (DRA). A second focus will be at Grade 3 where we had 16 students who were not "at standard" as measured by the DRA in the spring. Our third focus for tutoring will be at Grade 1 (where a very small number of students appeared to have challenges with reading or reading readiness, N=2)...</p>

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SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	About half our Grade 4 students were successful on the Writing segment of the 2007-08 WASL	Numerous members of our staff were trained this summer in Writers Workshop and we are implementing this program at all grades this year.
4	There was a decrease in student perception of safety at school as measured by student response to Item "8" of the Student Climate Survey. There is a declining trend over several year (changing demographics, consolidation, movement of Viewlands students from a small, more intimate setting to a very large school?)	We are focusing on building-wide strategies for enhancing the learning climate at our school. Proactive: <ol style="list-style-type: none"> Common expectations (taught, reinforced and focused in classrooms and across the school, increased signage). Increased staff commitment to these expectations. Virtues program (focus on priorities for citizenship: responsibility, respect, caring, cooperation, and perseverance; a reduction from previous years) Increased supervision on the playground and in common areas (schedule and assignment changes)
5	Our bi-lingual families increasingly are seeking assistance for their children and themselves indicating a commitment to help their children be successful. Mainstream families are also	We continue our work with Family and Community Involvement (Latino Family Group, Eritrean Association, and PTA). In addition, we are focusing on out-of-school interventions (tutoring, homework help, math club, etc.) for those students whose families who are unable to assist at home.

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.

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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
<p>Mathematics: Increase percentage of Grade 4 – 7 students succeeding on the math portion of the WASL.</p>	<p>59% of Grade 3 students (entering Grade 4) met standard in mathematics. NCLB requires that 82.4% meet standard by 2011 (at Grade 7). Improvement of student achievement in mathematics is a district focus.</p>	<p>The percentage of Grade 4 students meeting standard in math as measured by the WASL will increase from 59 % to 67 % by the end of the 2008-09 school year. Seven (7) students will move from Level 2 to Level 3 (at standard)</p>
	<p>57.3 % of Grade 4 students (entering Grade 5) met standard in mathematics. NCLB requires that 79.3 % meet standard by 2011 (at Grade 7). Improvement of student achievement in mathematics is a district focus.</p>	<p>The percentage of Grade 5 students meeting standard in math as measured by the WASL will increase from 59 % to 67 % by the end of the 2008-09 school year. Seven (7) students will move from Level 2 to Level 3 (at standard)</p>
	<p>49.5% of Grade 5 students (entering Grade 6) met standard in mathematics. NCLB requires that 79.3% of students meet standard by 2011 (at Grade 7). Improvement of student achievement in mathematics is a district focus.</p>	<p>The percentage of Grade 6 students meeting/exceeding standard on the WASL will increase from 49.5 to 59.5 during the 2008-09 school year. Eight students will move from Level 2 to Level 3.</p>
	<p>45.3 of Grade 6 students (entering Grade 7) met standard in mathematics. This percentage is well-below the percentage required by NCLB. Improvement of student achievement in mathematics is a district focus.</p>	<p>The percentage of Grade 7 students meeting/exceeding standard on the WASL will increase from 45.3% to 58.3% during the 2008-09 school year. Seven students will move from Level 2 to Level 3.</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Increase the number of students mastering GLE's as measured by EDM and Edusoft assessments	TBD (based on 2008 Fall assessment data). Fall Edusoft data will provide the foundation for our goal setting at Grades 1-5. This goal setting will occur in Data Teams.	TBD
Grade 3: Increase percentage of students meeting standard in reading as measured by the WASL.	84% of Grade 3 students are meeting standard as measured by the DRA. This is a strong indicator that, with targeted support for those students who are not yet on level, we may be successful in attaining our goal.	75% of Grade 3 students will meet standard in reading as measured by the WASL during the 2008-09 school year.
Grade 2: Increase percentage of students at level in reading as measured by the DRA.	Only 57% of our current second grade students were at level at level as measured by the DRA in Spring 2008. This percentage is well below the past performance of second grade cohorts.	85% of Grade 2 students will read at level as measured by the DRA at the close of the 2008-09 school year. The number of students achieving success will increase from 56 to 84 of 99.

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.

Our school's goals are consistent with the District's focus on all students achieving at high levels in mathematics and literacy, specifically:

- (1) Third graders meeting or exceeding standard on the Reading WASL
- (2) seventh graders ready for Algebra in eighth grade.

In addition, we are strengthening our leaders including classroom teachers (professional development, Data Teams, math and literacy coaches), infrastructure and systems, and engaging all stakeholders in our effort to improve student achievement.

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SECTION 1: OVERVIEW

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?

Re-design of service delivery system for bi-lingual and special education students.

Use Data Teams format for improving student achievement in mathematics at all grade levels.

Professional development focus including alignment of curriculum and instruction, balanced literacy, Writers Workshop and use of GLAD strategies across the school to engage all learners.

Targeted assistance (reduced adult-student ratio, extended time, and research based strategies) to students most in need).

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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"> • 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 the PTA board and member meetings.
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.

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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:	Our Building Leadership Team (BLT) includes representative as follows: One teacher at K-1,2-3,4-5,6-7, Spectrum, Specialist, Bi-lingual, special education, classified parapro and office support, and one parent representative. Our principal and assistant principal also serve of the BLT. The mission of the BLT is to address the school's C-SIP, professional development based upon the plan and budget matters related to the plan.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT with one parent representing our school's PTA. Bilingual families receive information through regular Latino Family Group meetings. In addition, our bilingual IAs provide information to families on a 1:1 basis. • Our C-SIP was presented at January and March meetings of our PTA and PTA board groups; their input was and will be included in our ongoing C-SIP refinement. These events included parents/guardians for whom English is not the first language.
	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.
<i>(Title I Schools)</i> How is the school using the 10% set-aside for	Ongoing: Central Office provides instructional / content coaches in academic areas of need.	

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SECTION 1: OVERVIEW

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

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

School did not make AYP in Spring 2008 in Reading (Bilingual, low income and Hispanic) and Math (Black, bilingual and low in-come) but is not identified as a "School in Improvement."

Title I status:

This school does receive Title I funds.

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SECTION 1: OVERVIEW

Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings on August 28, 2008 and in our Building Leadership Team (BLT) on October 8, 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, completed on November 17, 2008.
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • 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 on August 27 and 28, 2008. • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics on August 27, 28, and September 2, 2008. • 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. Committees addressing these issues include BLT, Climate Committee, Special Education, ELL, Data Teams (all grade levels), and RTI (Response to Intervention).
3 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?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • 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. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5 What do we do to attract and retain high-quality, highly-qualified staff?	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.

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SECTION 1: OVERVIEW

	Component	How school has addressed each Component
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • (Elem) We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school on January 13, 15, 20, 22, 27 and February 3, 5, 10, 12, 24, 26, and 28 2009. • We hosted a welcoming activity for incoming Grades 6-8 students to tour the school and meet our school's staff and students on August 28, 2008. In addition, we conducted three focus group sessions in the spring of 2008 to provide families with information and the opportunity for input. • Broadview-Thomson is a K-8 school so many of our returning students already have a strong interface with the sixth, seventh, and eighth grade programs. In addition, some of our middle school teachers previously taught at K-5 in our school. In addition, several of our OST classes are led by teaching staff from Grades K-5 Middle school classrooms are located on the same floor as Grades 3-5. School tours including some designated specifically for middle school families are planned for January, February and March (morning and evening). In addition, school administrators participate in a middle school program offered to families in the evening at nearby Whittaker Elementary School. This year's date is yet to be determined. A middle school evening is also held for students and their families in late August before school begins. During the 2008-2009 school year Broadview-Thomson serves K-7 and in 2009-2010 Broadview-Thomson will be serving K-8, therefore seventh grade students will just be continuing at Broadview-Thomson next year.
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: Mathematics

Lead Responsibility: Principal, Assistant Principal, Math Coach, Math Leaders (2)

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

The percentage of Grade 4 students meeting standard in math as measured by the WASL will increase from 59 % to 67 % by the end of the 2008-09 school year. Seven (7) students will move from Level 2 to Level 3 (at standard).

The percentage of Grade 5 students meeting standard in math as measured by the WASL will increase from 59 % to 67 % by the end of the 2008-09 school year. Seven (7) students will move from Level 2 to Level 3 (at standard).

The percentage of Grade 6 students meeting/exceeding standard on the WASL will increase from 49.5 to 59.5 during the 2008-09 school year. Two (2) of 7 target students will move from Level 1 to Level 2. Five of 11 students will move from Level 2 to Level 3.

The percentage of Grade 7 students meeting/exceeding standard on the WASL will increase from 45.3% to 58.3% during the 2008-09 school year. Five of 11 students will move from Level 1 to Level 2. 8 of 18 students will move from Level 2 to Level 3.

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SECTION 2: MAJOR FOCUS AREAS

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Use Data Teams to assess student learning and drive instruction	All students will benefit from this strategy, particularly those who are falling behind.	August 08	Jeanne Smart	Data Teams, grade level and support staff, will meet over the year to assess student attainment of mathematics goals, generate strategies to be employed with students (extension, remediation) and identify future assessments (2 times per month)
Provide PD & Coaching to increase teacher effectiveness	All students will benefit from this strategy (focus on those who are falling behind)	September 08	Robert Kirby,	Our math coach will work with Data Teams at all levels to increase the number of strategies generated to help students who are not attaining math goals succeed. Math coach will also work with Special Education and Bi-lingual teams to increase knowledge and skills. Literacy coach will work on vocabulary development for math with K-2 students (integrated into balanced literacy activities).
Provide Homework Assistance to improve quality of student work	• Bi-lingual students, Grades 3-5	September 08	Jeanne Smart	We will offer after school homework assistance for students, Grades 3 – 5 to assist families who are unable to help their children with homework.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Align ELL and classroom instruction and content	<ul style="list-style-type: none"> • Bi-lingual students at Level 2 and Level 1 	September 08	Jeanne Smart	ELL staff will align their work with general education classrooms; they will practice an "inclusion" service model as appropriate. ELL staff will work with youngsters on vocabulary development which includes terms used in mathematics.
Provide out of school time (OST) support to middle school students who are falling behind in reading, mathematics, and writing.	<ul style="list-style-type: none"> • Target students as • identified 	October 08	Wyeth Jessee, Lucile Rochester	We will offer a Math Club, as well as tutoring assistance, after school (paired with motivational programs, e.g. basketball, volleyball, etc.)
Provide free Full-time program for all kindergartners to close the education gap between economically disadvantaged, bi-lingual and other children	<ul style="list-style-type: none"> • All K students 	September 08	Jeanne Smart Wyeth Jessie	All students will have full-time kindergarten experience at no cost to families.

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>
Multiple assessments are available within the EDM program (reviewed on 9/17 w staff)	All students	Classroom teachers, Math coach	Data teams will monitor student progress toward mathematics goals and will adjust instructional strategy and pacing accordingly (focus on differentiating strategies).
Homework completion rate	All students in after-school program	Staff assigned to Homework Club	Communication with classroom teachers, students and families.
Notes from “walk-through” activity	All students	Jeanne Smart Wyeth Jessee	Is EDM program being implemented fully (as well as “high leverage” moves, and are GLAD strategies integrated into classroom instruction. Action would include recognition (positive) and coaching where needed (administrators, GLAD trainers, coaches

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>	
Data Team work at twice-monthly meetings and other PD days.	All staff involved in math instruction	Data teams will meet twice monthly and will post progress at the end of each unit. Two staff meeting times per month will be committed to Data Teams as well as other professional development days (early dismissal, waiver)	Data Teams meet regularly to assess student progress (pre/post data) and post at the close of each unit (posted in staff meeting and in Broadview's Student Café.
We have registered a number of staff for a two day GLAD training	Staff who have not yet in the 2-day GLAD opportunity.	A two-day training for GLAD will be conducted on-site at our school with follow-up from our GLAD and math coaches.	Many of Broadview's staff have been trained in the use of GLAD strategies and have integrated these strategies into their daily practice. New staff, and those not previously trained have been offered the opportunity to be trained this year.
ELL and general education staff are engaged in team meetings in order to align practice.	All ELL staff General education staff at Grades K-7.	ELL staff meet weekly to align practice, problem-solve and adjust schedule.	ELL staff participated and will continue to participate in extensive work on using data to determine student needs (triage), schedule staff, and determine content of instruction. Close supervision of the program is ongoing (principal).

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>
Conduct Title I meetings	<ul style="list-style-type: none"> • All families 	September 17, 24	Jeanne Smart	Principal hosted a session to review Title I information with families. In addition, regular "chat" times will be established quarterly for interested families.
PTA schedules "academic evenings" for families of our students	<ul style="list-style-type: none"> • All families 	November 13 (first date)	Paige Reed, Joyce Fagel	PTA is hosting a mathematics evening for families on November 13.
Host Latino Family Group meetings to increase their knowledge of and involvement in school programs.	<ul style="list-style-type: none"> • Spanish speaking families 	Monthly meetings of Latino Family Group.	Jeanne Smart	The Latino Family Group meets monthly over the year to find out about school programs, ask questions, and develop the group's agenda for future meetings.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading

Lead Responsibility:	Jeanne Smart, Wyeth Jessee
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SMART Goal:	<p>75% of Grade 3 students will meet standard in reading as measured by the WASL during the 2008-09 school year.</p> <p>85% of Grade 2 students will read at level as measured by the DRA at the close of the 2008-09 school year.</p> <p>The number of students achieving success will increase from 56 to 84 of 99.</p>
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Key Strategies to Support S.M.A.R.T Goal

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
ELL Inclusion Services	<ul style="list-style-type: none"> • ELL students not performing at Grade Level 	September 08- June 2009	Jeanne Smart Jennica Hoyt, Literacy Coach ELL staff General Ed teachers, 2, 3.	ELL is aligning practice with the recommendations advanced by the Council of Great City Schools. We are moving toward an inclusion model of service and adjusting content of instruction to align with general education curriculum as well as a focus on “balanced literacy”.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide Tutoring Services to accelerate reading skill acquisition.	<ul style="list-style-type: none"> Students not meeting reading GLEs as measured by the DRA at Grades 2 and 3. 	September 08-May 2009	Jeanne Smart Evelyn Lewarch	Sound Partners tutoring will be offered to students at Grades 2 who have not yet mastered phonics. Other tutoring services will be available to students needing assistance with comprehension (Grade 3)
Offer Team Read high-school mentors to tutor underachieving readers.	Students not meeting GLE's as measured by the DRA at Grades 2 and 3.	October 2008-May 2009	Jennica Hoyt, literacy coach Marian Laughlin, Librarian	Students will work with high school mentors in a highly motivating setting to address deficits in fluency and comprehension. High school tutors will be employed, receive training in reading pedagogy, and will be assigned to students needing assistance.
Offer "Book Club" through OST program to motivate students and increase time on task.	<ul style="list-style-type: none"> Students Grades 6 & 7 	October 2008-June 2009		Students will attend after-school book club sessions three times per week to increase motivation as well as time on task for literacy skills (focus will be comprehension and fluency)
Use of GLAD strategies in classrooms to increase student engagement.	<ul style="list-style-type: none"> All students 	January 09	Jennica Hoyt Teresa Boone	Additional staff will be trained in the use of GLAD strategies. This training also includes a focus on the use of GLAD strategies as a part of a balanced literacy model (as well best practice reading assessment).
Full-time K for all students to accelerate learning for economically disadvantaged and bi-lingual children.	<ul style="list-style-type: none"> All kindergarten students 	September 08	Jeanne Smart Wyeth Jessee	All kindergartners have full-time kindergarten experience.

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>
Pre-testing occurred in Spring 2008. Additional DRA data will be available in the fall, with a mid and end-of-year measure.	Students not meeting GLEs for reading at Grades 2 and 3 (September, January, May)	General education teachers Sound Partners tutors	We have generated a rank-order list of students who are being referred to Team Read and tutoring programs. Students will receive Tier 1 (in class) or Tier 2 services depending on performance on this assessment. Teacher observation of students' performance will also be included in our rank-order assessments.
Sound Partners Assessments	Students not meeting standard at Grades 1, 2, 3	Sound Partners tutors	Sound Partners tutors will report progress (mastery lessons).
Grade 3 WASL	Grade 3 students (May)	General education teachers	WASL scores will assist in determination of services for the 2009-10 school year.
Use of Running Records	Grade 2 and 3 (monthly)	General education teachers	Running records will be used to monitor student progress. Changes in pedagogy, grouping or addition of interventions will be determined by assessments.

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>	
GLAD training	Teachers who have not yet received GLAD training	January 2009	We will offer "on site" training in the use of GLAD strategies (2 day).
Model classrooms (GLAD, Balanced Literacy).	<ul style="list-style-type: none"> All students 	October 2008	We have identified two "model" classrooms in which to demonstrate "best practice" in the integration of balanced literacy and the use of GLAD strategies. Multiple staff will have the opportunity to benefit from this professional development activity.

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>
Include student-learning components in PTA meetings	<ul style="list-style-type: none"> • All Families 	Quarterly	PTA leadership, teacher representatives	Our PTA group has scheduled a literacy evening, in addition to evenings for math and WASL preparation this year.
Provide academic information at meetings of Latino Family group	<ul style="list-style-type: none"> • Families for whom the first language is Spanish 	Monthly	Jeanne Smart Maria Herberg	We conduct monthly meetings of our Latino Family group. We provide programs on literacy, math, and WASL preparation along with other programs (dictated by the group)
Conduct Title I meetings to increase family understanding of the program	<ul style="list-style-type: none"> • All families 	September 17, 24	Jeanne Smart	Principal hosted a session to review Title I information with families. In addition, regular "chat" times will be established quarterly for interested families.

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: Jeanne Smart, Wyeth Jessee, Jennica Hoyt

S.M.A.R.T. Goal: The percentage of students meeting standard as measured by the WASL will increase by 10% during the 2008-09 school year (59% to 69%)

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>
Implement Writers Workshop at all grade levels	<ul style="list-style-type: none"> • All students 	June 2008	Jeanne Smart Wyeth Jessee Jennica Hoyt	Twenty staff were trained during the month of June 2008 and are beginning implementation of Writers Workshop this year.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teachers will use GLAD strategies with general ed, ELL and special education populations.	<ul style="list-style-type: none"> All students 	May 2006	Jeanne Smart Jennica Hoyt Teresa Boone Wyeth Jessee	GLAD strategies are powerful tools for building conceptual knowledge with all student populations. Many of our teachers were trained in the use of these strategies three years ago. We will complete additional training this year for new staff and others who now wish to participate.
Teachers will continue or begin use of NUA strategies in all classrooms.	<ul style="list-style-type: none"> All students 	October 2005	Jeanne Smart	We will continue use of NUA (Literacy Initiative) strategies in our classrooms. These will be coupled or are a subset of GLAD.

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>
Student work samples	All students will be assessed as units of instruction are initiated and completed.	Classroom teachers	Work samples will serve as formative assessment for ongoing writing instruction.

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	Grade 4 students	Classroom teachers and support staff (e.g. ELL and special education)	We expect the WASL to provide a summative assessment of success. This information will be used to inform instruction in the 2009-10 school year.

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>	
Writers Workshop Training	Classroom teachers, Administrators, Literacy Coach.	June 2008 and ongoing (e.g. October 10 at Cleveland High School)	Teachers and administrators participated in WW training in June/August of 2008. Ongoing training will be offered by the District and through our Literacy Coach, Jennica Hoyt. Writers Workshop will be a focus in our model classrooms as well.
Data Teams	Classroom teachers, Administrators, Literacy Coach.	1-2 times per month over the school year	Collegial work (review of student work, alignment, strategies to be employed)

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>
We will post student work in our school (celebration)	<ul style="list-style-type: none"> All 	As student products are available, October 2008	Teaching staff	We will display student work in a manner consistent with the recommendations we learned in the workshop.
Present student progress information at PTA Presentations (Board and General Meetings)	<ul style="list-style-type: none"> All 	Ongoing throughout the 2008-09 school year,	Jennica Hoyt, Jeanne Smart, Wyeth Jessee	We will present information on the progress of our school's implementation of Writers Workshop at regular PTA meetings (including student work samples).
Provide academic information at meetings of Latino Family group	<ul style="list-style-type: none"> Families who have Spanish as their first language. 	Monthly meetings	Jeanne Smart Maria Herberg	We will share progress of our school's implementation of Writers workshop at Latino Family Group meetings (including student work)

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Student Safety

Lead Responsibility:

Wyeth Jessee, Jeanne Smart, Emma Hong

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

We will increase our school's score on "safety" from 91 to the District average of 100 during the 2008-09 school year.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Develop Uniform expectations, positively stated	<ul style="list-style-type: none"> All students 	September 2008	All staff	At the close of the 2007-08 school year our Climate Committee worked with all staff to develop uniform expectations for our students. These expectations have been taught in our classrooms, and are posted their as well as in all common areas of the building. A system of reinforcement (including rewards and consequences) is in place.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increased Supervision	<ul style="list-style-type: none"> • All students 	September 2008	All staff	We have gained commitment from all staff to increase supervision of youngsters. We have also staggered lunch, recess, and beginning/end of the day times to reduce adult- student ratios.
Implement Virtues Program	<ul style="list-style-type: none"> • All students 	September 2008	All staff	We have reduced the number of virtues we are teaching and reinforcing from 10 to 5. They are responsibility, respect, caring, cooperation, and perseverance.
Institute a Community Service program	<ul style="list-style-type: none"> • All students 	September 2008	All staff	We have added a community service component to our advisory period at Grades 6 and 7. The projects developed through this program are intended to benefit all students at our school (cross-age mentoring, tutoring, projects, etc.)
Provide Counseling Intervention to reduce bullying	<ul style="list-style-type: none"> • All students 	September 2008	Emma Hong Wyeth Jessee Jeanne Smart	We now have 1.5 full time counseling positions at our school. An important focus for our counselors is seeing that anti-bullying strategies are taught, class meetings occur. In addition to working with small groups, our counselors will see students/families needing significant counseling assistance (Tier 2 or Tier 3) are referred for assistance to community agencies.

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>
Disciplinary Referrals	All students, ongoing	Wyeth Jessee, Emma Hong	This data will be formative, will be shared with all staff as well as our RTI group (who will make recommendations for change in our services or programs.
Student Perceptions of Safety as measured by the Student Climate Survey.	All students Grades 3-8	Classroom teachers	We expect this data will let us know if we are approaching our goal of having students feel safe at our school (summative for 2008-09, formative for 2009-10)

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>	
Staff and Data Team meetings	All staff	June 2008, bi-monthly data team meetings, monthly staff meetings.	This discussion began in spring of 2008, was refined in August 2008, and will continue over the remainder of the year an agenda item in Data Team meetings, our RTI and Climate Committees.

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>
Present student progress information at PTA Presentations (Board and General Meetings)	<ul style="list-style-type: none"> All Families 	September 2008, ongoing	Wyeth Jessee Jeanne Smart Peggy Elenbaas Marian Laughlin	Ongoing opportunity exists for us to address issues around student safety and our learning climate at PTA board and general meetings.
Provide academic information at meetings of Latino Family group	<ul style="list-style-type: none"> Families for whom Spanish is the first language 	October 2008, ongoing	Jeanne Smart Maria Herberg	This is an ongoing agenda item for our Spanish speaking families. Specifics TBD
Use Principal Newsletter to address safety issues	<ul style="list-style-type: none"> All 	September 2008, ongoing	Jeanne Smart	Principals monthly newsletters address items related to student safety and learning climate including suggestions for family involvement (Virtues), etc.

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>

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
Literacy (Reading, Writing, conceptual development all subject areas.	Offer GLAD training on site; workshop subs	\$14,053	yes	Title I	
Reading	Sound Partners Tutors/Tutors	\$35,074	yes	Title I Lap	
Literacy, Mathematics	Full-time kindergarten experience for all at no cost to families	\$105,000	yes	Basic Ed Title I	
Additional ELL staffing	Provide additional support to ELL students (direct service, alignment, inclusion). Re-organization of ELL Department	\$5700	yes	Title I	
Materials for Writers Workshop	Teacher and student materials for Writers Workshop (Units of Study, post-it, pens	\$11,783	yes	Basic Education Self-Help	
Professional Development, Writers Workshop	Writers Workshop training for Literacy Coach, Columbia University	\$3401.21	yes	Transitional Bi-lingual (summer 2008)	
Out of School Time (OST) program	Provide after-school program to increase motivation as well as academic skills of students Grades 6 – 7.	\$4250	yes	Family and Education Levy (FEL)	

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
Sound Mental Health	Sound Mental Health offers counseling support for families on site at our school	Weekly			More than 10 years
Refugee Women's Association	Offered support for second language families				Three (3) years and then we lost the support for this partnership (loss of Family and Community Involvement Grant)
Eritrean Association	Grant funds were available last year to support our partnership with this group.		Refugee Impact Grant \$2000 (Spring 08)	Not aware if there will be funding this year.	Spring 2008
Grace Memorial Lutheran Church	Tutoring Services (after school, 12 students)	Two times per week			More than 10 years
Westminster Community Church	Grounds Cleanup/planting	1 x per year			One year

Note: Please delete or add rows as necessary