

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Coe Elementary
David Elliott-Principal
September 2008



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Revision History

Revision Number	Date	Comments
1	September 27, 2008	
2	October 14, 2008	
3	October 29, 2008	Edits by Office of School Improvement
4	November 5, 2008	
5	December 3, 2008	C-SIP Peer Reviews
6	January 7, 2009	Edits by Office of School Improvement

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

SECTION 1: SCHOOL 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.

Students will leave Coe with a solid academic foundation, a love of learning, a sense of responsibility for our school, our community and our world. We will develop curious, thoughtful, responsible and resilient young people ready for the next part of their journey in life.

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	Our WASL scores in math show a significant concern in fourth grade math scores. 27 students did not pass the 4 th grade WASL and 5 did not pass the 3 rd grade level	<ul style="list-style-type: none"> • We have set a SMART goal to increase the percentage of students meeting math standard in 5th grade from 66% to 87% and in 4th grade from 81% to 95%. In fourth grade this is 3 students moving from level 2 to standard and in fifth grade 17 students will move from level 2 to standard. • In order to meet this goal our .5 math specialists will provide “double-dip” EDM math instruction to targeted students. • Tutoring will provided through SSIA trained math tutors. • We will provide after school instruction for targeted students through Project EXCEL
2	Our WASL reading scores show 9 fourth grade and 8 fifth grade students not meeting standards	<ul style="list-style-type: none"> • We have set a SMART goal to increase the percentage of students meeting reading standards from 89% to 95% on the 4th and 5th grade WASL. This includes moving 5 students in 5th grade and 7 students in 4th grade to standard. • We will continue to move students from Level 3 to Level 4.
3	Our WASL scores in 4 th grade writing show 18 students not meeting standard.	<ul style="list-style-type: none"> • We have set a SMART goal to increase the percentage of students meeting writing standard from 75% to 90%. • Our 3rd grade students will be in year two of the Writer’s Workshop pilot and showed significant growth last year. Explicit instruction and practice will pay off.
4	Our WASL scores in 5 th grade science show wide discrepancies from year to year in the number of	<ul style="list-style-type: none"> • We have set a SMART goal to increase the percentage of students meeting standard in 5th grade science by 10% points from 68% to 78%. In subsequent years we will continue to increase by a minimum of 5% points per year. • We will review science standards and SPS science kits to identify critical concepts and strategies to

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SECTION 1: SCHOOL OVERVIEW

Insight	How is this insight addressed in our C-SIP?
students meeting standards	teach those concepts in each grade level.

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
Math	Our math scores have fluctuated by small percentages over the years and with the implementation of Everyday Math we expect to see steady improvement. This year we have a very large number of students in our fifth grade who did not make standard – that is not acceptable	Increase/sustain the percentage of students meeting math standard in 5 th grade from 81% to 87% and in 4 th grade from 66% to 95%. In fourth grade this is 3 students moving from level 2 to standard and in fifth grade 17 students will move from level 2 to standard.
Reading	Reading is foundational to academic success and key to choice later in life. Reading at standard in third grade is one of our district goals. We have been on the border of substantial success for a number of years and need to grow ALL our students, particularly our economically disadvantaged and our bilingual students.	Increase the percentage of students meeting reading standards from 89% to 95% on the 4 th and 5 th grade WASL. This includes moving 5 students in 5 th grade and 7 students in 4 th grade to standard.
Writing	Our struggles in this area led to a focus on writing and that led to our choice as a pilot program for Writer’s Workshop.	Increase the percentage of 4 th grade students meeting writing standard from 76% to 90%.
Science	We have lagged behind in this area for many years and every year is a question mark for us.	Increase the percentage of students meeting the science standard every year.

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SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Health and Fitness	We believe it is important to teach the whole child and physical fitness is an important life goal. Research shows a strong correlation between fitness and cognitive ability.	Increase the minutes of health and fitness instruction each student receives monthly through dance, Running during recess and Saturdays, Girls on the Run, Jog-A-Thon, Marathon, Unicycles and movement during Multi-Art Class.

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.

<p>Coe's school plan specifically addresses the following district Strategic Plan goals;</p> <p>Over the next five-years we will work to ensure that:</p> <ol style="list-style-type: none"> 1. 88% of 3rd grade students will meet or exceed reading standards (up from 72% in 2006-07) 2. 80% of 7th grade students will meet or exceed math standards (up from 53% in 2006-07)

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?

<p>At Coe we believe that for students to be successful their basic needs for safety and belonging must be met. We strive to meet all their needs so they can focus on learning. We then expect to provide whatever support is necessary for those struggling and provide every opportunity to excel for those ready to move quickly. We expect Coe students to leave here with a solid academic foundation, loving learning and knowing they were well cared for.</p>
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2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

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

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SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes 4 teachers representing K-1,2-3,4-5, and 1 at large, the principal, head teacher, one classified representative. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT, 2 parents serve on BLT. Our C-SIP was presented at a PTA Board meeting on 11/6/08 and their input will be included in our ongoing C-SIP refinement. This event included parents for who English is not their primary language. • C-SIP presented @ <Open House? PTA Meeting? Other parent/community meeting?> and input included in C-SIP.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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SECTION 1: SCHOOL OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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SECTION 1: SCHOOL OVERVIEW

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

Our school made AYP in Spring 2008, in both Reading and Math for all student groups.

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Mathematics

Lead Responsibility:

David Elliott & Math Teacher/Leaders

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

Increase/sustain the percentage of students meeting math standard in 5th grade from 81% to 87% and in 4th grade from 66% to 95%. In fourth grade this is 3 students moving from level 2 to standard and in fifth grade 17 students will move from level 2 to standard.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Pacing math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> All students K-5 	Daily	David Elliott	Staff K-5 will be expected to plan and implement math instruction/ assessment in accordance with the EDM Pacing Guide.
Identify L2 (or below) in order to provide double dose EDM instruction	<ul style="list-style-type: none"> 2nd – 5th grade students 	3x week	Kristin Schwab and/or SSIA tutors	.5 Math Specialist will work with targeted students in 3-5 and trained SSIA tutors will work with targeted 2-5 students; both using EDM materials monitored by classroom teacher.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify L4 students in order to provide ALO instruction in 6 th grade EDM	<ul style="list-style-type: none"> Identified students in Grade 5 	1-2x per week	Greg Smith	ALO qualified students will receive advanced instruction from certificated teacher using EDM materials one grade level above.
Assess all L2 fifth grade students for areas of weakness and strength	<ul style="list-style-type: none"> 5th grade students scoring at L2 on 2008 WASL 	Quarterly	David Elliott	Assessment for L2 students will provide information needed for explicit instruction.
Provide instructions for IEP, 504 or ELL students on CD	<ul style="list-style-type: none"> Students needing language support 	All year	Cindy Ege Shelby Hampton	Resource teacher will provide recorded instructions on all assessment (which allow it) for all students impacted by language concerns. This allows them to show math understanding.
Provide extended day Math Club for accelerated math instruction	<ul style="list-style-type: none"> Grade 1-5 	Weekly	PTA, John Brannan, Joe Bailey-Fogarty, Lara Francisco	Continues through the summer. Opportunity for all students with interest to participate in advanced mathematics.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math Assessments K-5	Students in 1 st -5 th Grade will take the Beginning, Mid Year, and End of the Year Assessments.	Kevin Crozier & all Classroom Teachers K-5.	Teachers will use the beginning, mid, and end of the year assessments to assess students' GLE skill development. Teachers will use data to develop instructional plans. Additionally teachers will develop Student Learning Plans for students not performing at standard.
EDM Unit Previews/ End of Unit Tests	All students K-5 at the beginning and end of each EDM unit throughout the academic year.	Classroom Teachers K-5	Teachers will use the EDM Unit assessment to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
WASL	Grades 3-5	Kevin Crozier	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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 discussions	Grade Level Teams	Monthly, throughout the year.	Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction.
District Directed Math PD	John Hay & Coe staff	3x Per Year, 2 hours sessions	Teachers will meet periodically to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction.
Staff Meeting PD	All classroom teachers, administration and math specialist	1-2x Monthly	Discussion and analysis of state standards for alignment with EDM curriculum; increased awareness of content and process standards; and vertical alignment across grade levels.

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>
Communicate regularly with families through the EDM family letter and home study links.	<ul style="list-style-type: none"> All families K-5 	1x per unit/ family letter Daily/ Study Link	Classroom Teachers	<p>Family Letter- Regular written communication describing mathematical content, lesson goals, ideas for home support.</p> <p>Home Link- Nightly homework designed to invite family support and continued student learning. EDM Website w/student login, SRB games.</p>
Celebrate and enrich school-wide math culture through family math games night	<ul style="list-style-type: none"> All families K-5 	3x per year	PTA/Exploratio ns In Math (EIM)	Family Math Games Night: Evening event designed to increase enthusiasm, awareness, and contribute to a culture of math enjoyment and achievement
Provide extended opportunities to participate in challenging and fun math programs.	<ul style="list-style-type: none"> Summer Math Camp 	1x per year	EIM	Math Challenge: Math curriculum provided by certificated teachers.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading

Lead Responsibility:

David Elliott, Karen Kearns, Anne Brewster (reading specialists)

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

Increase the percentage of students meeting reading standards from 89% to 95% on the 4th and 5th grade WASL. This includes moving 5 students in 5th grade and 7 students in 4th grade to standard.

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 comprehensive literacy instructional program	<ul style="list-style-type: none"> All 	Daily	Classroom Teachers and Reading Specialists	All classrooms will implement a balanced literacy program including the elements: <i>guided reading, independent reading, skills instruction, word analysis, interactive read aloud, and shared reading.</i>
Reduce student to teacher ratio for reading instruction.	<ul style="list-style-type: none"> First Grade: Karen, Double-Dip, K-2 	Daily	Primary Team, Reading Specialists, and Tutors	Maximum 14:1 teacher/student ratio: Our 1.0 primary reading specialist will provide high quality, balanced reading instruction within a small instructional setting—team teaching with classroom teachers

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify below standard students in effort to provide individualized intervention (a)	<ul style="list-style-type: none"> 1st – 2nd grade students demonstrating phonemic awareness needs based on DRA, Sight Word and phonics assessment 	4x per week	Karen Kearns	Sound Partner Tutoring: A 1:1 tutoring experience incorporating supplemental decoding instruction to aid students in developing more proficiency in reading strategies.
Identify below standard students in effort to provide individualized intervention (b)	<ul style="list-style-type: none"> 3rd – 5th grade students below standard on state assessments 	Daily	Anne Brewster	Intermediate Reading Specialist: Targeted, balanced literacy instruction focusing on individual student needs.
Identify below standard students for the purpose to extend school year and instruction	<ul style="list-style-type: none"> 1st-5th grade students below reading standard 	4 weeks every other summer	Genny Delany (John Hay coordinator) Karen Kearns Anne Brewster	Seattle University Summer Reading Program: A comprehensive reading program designed to promote increased reading achievement for identified students. Invited to participate by John Hay administration. No fee to families.
Identify above standard students and provide small group instruction	<ul style="list-style-type: none"> 2nd – 5th grade students demonstrating above standard performance in reading 	Varied, 1-2x per week	Anne Chalcraft	Explorers Small Group Instruction: Accelerated and enriched instruction designed to supplement the classroom experience, provide additional rigor, and address the unique needs of the above standard student in reading, writing and communication.
Provide supplemental resources to classrooms	<ul style="list-style-type: none"> All K-5 students 	Purchased annually for daily use	Karen Kearns Kevin Crozier	Increase collection of leveled readers K-5: Leveled readers for K-2 classrooms used for targeted independent reading.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide supplemental resources to classrooms	<ul style="list-style-type: none"> • All students K-5 	Purchased annually for daily use	Steve Kovnat Karen Kearns Anne Brewster	Increase school collection of library books focusing on non-fiction & support areas of concern as identified by WASL data: Non-Fiction library books to support independent reading and classroom curriculum.
Provide	<ul style="list-style-type: none"> • K-2 	Double-Dip		
One-on-one instruction	<ul style="list-style-type: none"> • Identified students 	After school and summer	David Elliott	One-to-one instruction: During the summer of 2008 we paid certificated teachers to work with five students, three of them receiving ELL support. This was extremely successful and we will find funds to do this after school and during summer breaks for our identified students.
Books on <u>CD</u>	<ul style="list-style-type: none"> • All students below grade level standard 	All year	PTA committee Karen Kearns Anne Brewster	Books on CD: Volunteers record student and teacher-selected books for students to take home with a copy of the book and a CD player. This provides students the ability to read along both silently and aloud to develop fluency and vocabulary.

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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>
DRA testing	All students K-5 will be assessed 2x a year. All students of "concern" will be tested mid-year also	Classroom Teachers, Karen Kearns, Anne Brewster	This assessment provides data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support and enrichment.
Ongoing classroom assessments	Grades K-5	Classroom Teachers	Individual assessments designed to provide teachers data around students' ability to read text accurately with comprehension
WASL	Grades 3-5	Kevin Crozier	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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>	
Balanced Literacy Program Presentation	All Instructional Staff	Several times per year as followup	One August LID day was focused on the SPS Balanced Literacy Program. We targeted our time on Interactive Read Aloud and Guided Reading in everyday instruction.

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>
Celebrate student learning and inform families of student literacy goals	All families K-5	September 24 & 25, 2008	Principal, Head Teacher, specialists and Classroom teachers	Curriculum Night: The purpose of Curriculum Night is to provide families an introduction and an overview of the individual classroom experience. Specifically, introducing grade-level curriculum.
Individual student/parent academic conference	All families K-5	November 2008	Classroom teachers	All teachers in partnership with students (as appropriate) will provide parents with detailed assessment of reading progress
Home Reading Logs	All Families	All Year	Classroom Teachers & Librarians	All classroom teachers send home reading logs to be filled out by students and family to monitor at home.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

David Elliott, Mary Bell (WW coach)

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

We have set a SMART goal to increase the percentage of 4th grade students meeting writing standard from 75% to 90%. Our 3rd grade students will be in year two of the Writer’s Workshop pilot and showed significant growth last year. Explicit instruction, individual conferences and student practice will pay off.

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>
Increase the effectiveness of writing instruction by supporting K-2 with second year implementation of Writer’s Workshop	All K-2 students	Daily	David Elliott Mary Bell Sarah Picard	Due to our status as a pilot program we will receive 4 visits per year from Teacher’s College trainers. Training will include demonstration labs and debrief for all K-2 teachers

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase the effectiveness of writing instruction by supporting 3-5 with first year implementation of Writer's Workshop	All 3-5 students	Daily	David Elliott Mary Bell	Due to our status as a pilot program we receive a .5 writing coach. Coaching will include planning, demonstration, collaboration and reflection about teaching writing using the Writer's Workshop structure.
Continued use of NUA strategies	All student K-5	All year	Classroom teachers	16 of our 19 classroom teachers have participated in NUA training. Specific strategies for writing include Thinking Maps and taxonomies.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
On Demand	All students K-5; 5x per year	Classroom teachers, Mary Bell	Assessment of student writing ability to monitor progress and inform instruction
Use Writing Continuum to monitor student growth	All students; each WW unit	Classroom teachers	Assessment of student writing ability to monitor progress and inform instruction
End of Unit published writing	All students; each WW unit	Classroom teachers	Published writing will be used for self assessment and for teacher assessment to monitor progress and inform 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	4 th grade students	Kevin Crozier	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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>	
Ongoing PD through Teachers College	All teachers	Classroom labs (modeling) 4x year with TC trainer	Regular PD with Teacher's College trainers to provide ongoing support and instruction for pilot school staff
District level training for Writer's Workshop Pilot Schools	All teachers	1-3x per year	District level training by SPS coaches and trainers to provide ongoing support and instruction for pilot school staff
School Coach	K-5 teacher	.5 Writer's Workshop school coach	Coach provides on-site support for classroom teachers and students.

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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>
Parents attend Writer's Celebrations	<ul style="list-style-type: none"> All parents 	End of units	Classroom teachers and Mary Bell	Classrooms schedule celebrations to mark end of units. Each student has "best writing" to read and all families are invited.
Young Author's Conference	<ul style="list-style-type: none"> All families 	Every other year	Karen Kearns Steve Kovnat PTA Literacy Committee	All students share writing in small cross grade-level groups with staff and parent supervising.
Regular Principal communication	<ul style="list-style-type: none"> All families 	Weekly	David Elliott	Principal uses weekly parent letter to communicate expectations and understanding of WW. Translations are provided for families needing it.

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

David Elliott

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

We have not set a SMART goal for this. We will end the yo-yo effect of our WASL science scores and show sustained growth from year to 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>
3 NSF kits per year 2 NSF kits per year	<ul style="list-style-type: none"> • 4-5 • K-2 	Year long	David Elliott Julie Bedell Kelli Munro	All classroom teachers will teach either two or three NSF units every year so that students receive all facets of the science continuum.
Increase student knowledge and understanding of Scientific Method, systems, and scientific problem solving	<ul style="list-style-type: none"> • All Students K-5 	1x every 2 years	Classroom Teachers, PTA Math/Science committee	Science Fair: Evening presentation of school wide science content and individual student projects aligning with 3 core science standards (systems, inquiry, and problem solving).

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Mad Science	<ul style="list-style-type: none"> • Self selected students • Opportunity provided for all students 	2 sessions per year	PTA	After school opportunity for enrichment in scientific inquiry

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>
WASL	5 th grade students	Kevin Crozier	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District provided training for NSF kits	Classroom teachers as required	Several times per year	All teachers needing training will participate in order to teach two or three units per year.
District provided training for science writing, vocabulary instruction, non-fiction, and/or science notebooks	Classroom teachers--voluntarily	As scheduled by science department	Science department developed curriculum in science writing.
ESL Teacher Support in vocabulary	ELL students	As needed during ELL instructional time	ESL teacher will teach and review science vocabulary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Increase student knowledge and understanding of Scientific Method, systems, and scientific problem solving	<ul style="list-style-type: none"> All Students K-5 	1x every 2 years	Classroom Teachers, PTA Math/Science committee	Science Fair: Evening presentation of school wide science content and individual student projects aligning with 3 core science standards (systems, inquiry, and problem solving.)
Increase student & community interest in science	<ul style="list-style-type: none"> ALL 	1x year		Science Assembly – Science Center Tues / Thurs Lunch Science Project

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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>
Health and Fitness	All students will receive instruction in new SPS H&F curriculum and have opportunities to participate in fitness activities	H&F instructor piloting new curriculum; Coe Running Club, Girls On The Run site
Individual Citizenship	Continue to increase our students' perceptions of school-wide friendship and empathy skills and bullying intervention.	Continued instruction in Second Step for K-2 students and Steps to Respect for 3-5 students. Both foster empathy and intervention structures.
Global Citizenship	Build awareness of individual and community responsibility in global issues.	Continue our seven-year involvement with girl's schools in Afghanistan through the Journey With An Afghan School project
Local Citizenship	Build awareness of individual and community responsibility in local issues	Continue our involvement with restoring local Queen Anne parks, clearing non-native plants and re-planting.
Music/Arts/Drama	Understanding that a complete education includes exposure in the arts, Coe will provide instruction in Music, Art, and Drama. Instruction will be given by full-time Multi-Arts instructor, half-time Art instructor, volunteer PTA artists, and Instrumental Music instructors.	Coe provides; Multi-Arts Instruction K-5, Art Instruction K-5, and 4/5 Instrumental Music. Additionally, we will provide students the opportunity to participate in before and after school activities such as Chorus, Drama, etc. Many of our students participate in a parent organized opera production yearly.
Technology	Increase student and teacher technical skills by integrating technology into daily classroom instruction.	By 5 th grade, students will be proficient at using Microsoft Word and PowerPoint, as well as the use of digital cameras and multimedia software (such as iPhoto). Additionally, students will have exposure to self-paced keyboarding instruction (Type to Learn 3), which will improve productivity while using technology.

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
Math	Math Specialist grades 3-5 ALO Math: Grades 3-5	.5 FTE \$1500	Y Y	SPS Baseline PTA	
Math	Math Club	NA	Y	Self-funded or PTA scholarship	
Math	Extended Day: 2x per week, 6-8 students, Jan. - April	@ \$1500	Y	PTA	
Reading	Reading Specialist K-2 Reading Specialist 3-5 Sound Partners ALO Literacy	FTE 0.7 FTE \$8500	Y Y Y	SPS Baseline PTA PTA	
Reading	Supplemental Resources: Adding selected levels to K-2 libraries; additional non-fiction books; additional book sets for intermediate	\$5000	Y	PTA	
Reading	1-1 certificated instruction after school and summer	\$ 5000	Y	Parent donation/Alliance for Education	
Reading	EXCEL after school program – L2 students in grades 3-5	\$1500	Y	PTA	

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
Successful Schools In Action	Successful Schools in Action is an educational non-profit working with seven public schools, K-12, to provide collaborative and community based programs. Our partner schools in the Queen Anne and Magnolia neighborhoods of Seattle include: Coe, John Hay, and Lawton Elementary, Catharine Blaine K-8, McClure Middle School, The Secondary Bilingual Orientation Center, and the Center School. SSIA seeks to share resources to support and strengthen public schools through innovative strategies and community partnerships to secure high levels of success for every student in every school. SSIA elementary programs include Debate Club 4-5 , Tutoring K-5 , and Collaborative Conversations between teachers around shared instructional issues.	SSIA Board meets 1x per month. This includes the Principals of each building	n/a	n/a	Yearly
Coe PTA	The Coe PTA is an essential partner in our entire program. Representatives sit on our BLT, on our Math and Literacy teams, our Safety Committee, are involved in all our budget discussions as full partners and provide support in our classrooms in a wide variety of ways. Through their fundraising efforts they support two full-time staff positions, provide materials for classrooms, offer mini-grants for special teacher projects and as a part of their mission statement they seek to make every opportunity available to every student in the school.	Coe PTA Board meets monthly on the first Thursday of the month. PTA Co-Presidents and the Coe principal meet 2x per month			

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SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Coe Child Care	<p>Coe Elementary and Coe Child Care are fortunate to be a part of the Community Alignment Project that began in the spring of 2000. The goal of the project is to link schools and out-of-school-time providers to strengthen academic success for every child. Working together as a team, we are better able to serve the needs of each child and family. Both the Coe staff and CCC are working closer than ever, sharing space and resources and staying connected through improved communication. CCC representation is active on the committees and has participated in our EDM training in the summer of 2008. CCC activities are directly in support of the academic standards within a developmentally appropriate atmosphere for before/after-school. This includes daily activities that directly link to school-based standards and structured support for homework. Additionally, CCC began a Pre K program (Jump Start), starting the academic school year of 2006-07, with the mission of better supporting the transition into Kindergarten.</p> <p>CCC also has had an extremely successful Kindergarten extension program to support our half-day K. For school year 2008-2009 22 of 24 students are participating.</p>	Daily	n/a		