

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Concord Elementary

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Revision History

Revision Number	Date	Comments
1	10/28/08	Edits by Office of School Improvement
2	11/15/08	Revised by Sandra Scott
3	11/24/08	Edits by Office of School Improvement
4	12/4/08	C-SIP Peer Reviews
5	12/12/08	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.

VISION: Concord is a diverse community that builds lifelong learners. Positive self-esteem is the foundation. Learning skills are the building blocks. Learning is active, integrated, and culturally relevant. We are responsible, respectful, contributing members of society in an ever-changing world.

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	WASL reading Scores indicate that education gap between Limited English students and other students groups is increasing	<ul style="list-style-type: none"> • Targeted specific intervention and language support through 90minute walk to read block • Dual Language Immersion – literacy instruction in 1st language (Spanish) • Use of GLAD Instructional strategies to build vocabulary and comprehension • Intervention in CLC after school program
2	Intermediate grade students (3-5) performed significantly lower than primary students on EDM assessments. This also holds true for the WASL 3-5 grade students only showing 15% growth each year.	<ul style="list-style-type: none"> • After school interventions, EDM, EIM, and MESA • All school math journals and WASL prompts • School wide problem solving activities • Frequent progress monitoring • Use data team protocol for informing instruction • Tutoring to accelerate learning (Target Specific)
3	2 nd grade Spring DRA and DIBELS scores for incoming 3 rd grade students were significantly lower than other grades with only 36%	<ul style="list-style-type: none"> • Grade 3 students are the focus group for intensive instructional intervention that will enable students to meet or exceed standard in reading by the end of 3rd grade • Frequent monitoring and assessment in literacy and mathematics • Individual and small group tutoring • Differentiated instruction.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
4	Data indicates that 40% of students entering 3 rd grade performed significantly below stand in reading and Math.	<ul style="list-style-type: none"> • Additional teaching support at 3rd grade for level 1 and 2 students in math and reading. • Small group instruction • Use of GLAD and standards based reading research instructional practices accelerate achievement

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

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	<p>Data showed that while our students continue to show growth in reading across grade levels, vocabulary and reading comprehension continues to be a focus area for all students. This is particularly evident in the area of mathematics problem solving and analyzing non fiction text.</p>	<p>Reading- Increase the number of students performing at or above standard in reading to 76% based on 2009 WASL standards;</p> <p>Gr. 3 49% -76%</p> <p>Gr.4 50%-76 %(based on incoming 4th grade data. 2007 cohort scored 71% at standard)</p> <p>Gr.5 57%-76%</p> <p>Increase the percentage of level 1 and 2 students meeting benchmark standard in Reading as indicated by the WASL and DRA.</p> <ul style="list-style-type: none"> • 25% of Level 1 and 2 students will meet 2009 WASL reading standard of 76% in grades 3-5. • 60% of Kindergarten students reach Level 4 of DRA by end of school year. • 2nd grade students will show increase from 38% meeting standard on the DRA to 76% on the Spring Assessment 2009. • 50% of 1st grade students will meet or exceed standards on the DRA or Tejas Lee Spring Reading Assessment 2009

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	Our data showed intermediate grade students were performing below standard in all areas.	<p>Math- Increase the number of students performing at or above standard to 64 % based on 2009 WASL math standards;</p> <p>Gr. 3 51% -64% Gr.4 36% -64% Gr.5 30%-64%</p> <p>15% of 3rd, 4th, and 5th graders will move from level 1 to level 2 and 15% of 3rd, 4th, and 5th graders will move from level 2 to level 3 on the WASL; K-2 students documented by District Assessment.</p>
School Culture	We work to provide a respectful and culturally responsive learning community that is inclusive of all students and families in our school community. Our goal is to continue to maintain a positive school environment built on respect and high expectations, as well as to have students take pride in their school community and strengthen family connections.	Improve the climate, culture, and attitudes of our school community, and to document this improvement using qualitative and quantitative data.

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 goal is to have every student at standard in reading by the time they reach 3rd grade and to effectively have all students reading at standard by 5th grade. This is also true for mathematics. We will provide targeted and specific intervention strategies, differentiated instruction to accelerate learning and a culturally responsive environment to enable students to achieve this goal. We demonstrate high expectations for all of our students and actively engage families in student learning. “ Every child achieving, Everyone accountable

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

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?

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

SECTION 1: OVERVIEW

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

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> • School has a mission, vision and theory of action. • School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> • School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. • Student achievement goals are data-driven.
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> • School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> • School addresses non-academic student learning goals.
5	High Level of Community and Parent Involvement	Section 2: Major Focus <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> • School includes parent/community representation in the development of the C-SIP. • School identifies community partners that engage with the school in support of student learning. • School includes one or more strategies for family/community engagement for every SMART goal.
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> • Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. • School shares C-SIP goals, strategies, and activities with school community at our Open House on October 15, 2008.
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> • Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> • All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> • Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Concord's Building Leadership Team (BLT) includes 5 teachers representing K-5 grades, 1 special education and 1 ELL specialist, the principal and 2 classified staff members representing SAEOP and paraprofessionals • Our BLT leads the ongoing 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; we have 1 parent representative who also serves as the community representative on the team. • Our C-SIP plans were share at Open House on October 15, 2008 with hard copies available for parent to read. This event included parents for whom English is not their primary language. Pare and community input will be included in our ongoing C-SIP refinement as part of our Family/community Engagement committee.
	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. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
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.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

<i>Topic</i>	Description
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	Central Office provides instructional / content coaches in academic areas of need.
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.

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

SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading and Math (low-income, limited English, Hispanic, and all students) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 1.

Title I status

This school receives Title I funds.

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

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 18th, 26th and 27th, 2008 and in our Building Leadership Team (BLT) on Aug 18th and 27th, 2008 that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on September 10th and 24th, 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 26th, 27th 2008. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 26th and 27th 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.
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.
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.

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

SECTION 1: OVERVIEW

	Component	How school has addressed each Component
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We participated in the district wide a kindergarten fair for pre-schoolers and their families in January 2008. We also host a Kindergarten Orientation Night for incoming kindergarten families to meet our kindergarten team and tour the school. This event occurred on August 28th 2008. • We hold a Parent Choice Night at Concord in January where area middle school staff come and talk with prospective students and parents about course offerings • Concord 5th grade students and staff have half day visitation to Denny Middle School to acquaint students with the school program. (Spring) • We have strong collaboration between elementary and middle school Community Learning Centers to provide learning support and foster smooth transition for our students to the middle school setting (Spring & Summer) • Publish and distribute information regarding the enrollment process for 5th graders transitioning to middle school. • Publish and distribute information regarding middle school activities, athletics and summer programs in our parent communication.
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 1: OVERVIEW

School improvement process as a result of AYP Status

Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 1 schools:

- At the start of the school year, families were notified that we are in Step 1 and they were offered the opportunity to transfer to another school in Seattle Public Schools (SPS) that met AYP, at no cost to the family.
- This C-SIP is a revised school improvement plan, to include new data-driven goals targeting academics where we did not make AYP. The C-SIP was completed (subject to ongoing revisions based on student data throughout the year) within three months of OSPI's notification of AYP status of August 28.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility:

3rd -5th Grade Teachers, Specialists, Literacy Coach, School Administrators, Sp.Ed, and Instructional Support staff.

S.M.A.R.T.

Goal:

Reading- Increase the number of students performing at or above standard in reading to 76% based on 2009 WASL standards;

Gr. 3 49% -76%

Gr. 4 50%-76 %(based on incoming 4th grade data. 2007 cohort scored 71% at standard)

Gr. 5 57%-76%

Increase the percentage of level 1 and 2 students meeting benchmark standard in Reading as indicated by the WASL and DRA

- 25% of Level 1 and 2 students will meet 2009 WASL reading standard of 76% in grades 3-5.
- 60% of Kindergarten students reach Level 4 of DRA by end of school year
- 2nd grade students will show increase from 38% meeting standard on the DRA to 76% on the Spring Assessment 2009
- 50% of 1st grade students will meet or exceed standards on the DRA or Tejas Lee Spring Reading Assessment 2009

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
All School Walk to Read	<ul style="list-style-type: none"> All students 	90 minutes daily	All teachers, IA's, ELL, Sp.Ed and Literacy Specialists	Students are assessed and placed in flexible reading groups at their instructional reading levels. 90 min. daily.
TEAM READ	<ul style="list-style-type: none"> About 20 3rd graders 	65 minutes 2x a week	TEAM READ staff (Patricia Almendarez-coordinator)	Students work with high school aged coaches twice a week on fluency and phonics instruction.
CLC After School Program	<ul style="list-style-type: none"> Focus on 13 3rd grade students and 4th-5th grade students scoring level 1 or 2 on WASL 	One hour 4 days a week	Ruby Fontilea-CLC Coordinator; Concord Teacher Leaders for CLC; FSW; Principal	Students receive small group reading intervention and homework support during after school Community Learning Center program.
Club de Lectura	<ul style="list-style-type: none"> 25 primary language speakers (Spanish) 	2 hours once a week	Kathryn Sperling-ELL Specialist	Students work with middle school tutors on Spanish literacy.
Targeted Reading Double Dosing and intervention	<ul style="list-style-type: none"> 1 t -3rd grade students who score below standard on DRA; 4th-5th grade students scoring level 1 or 2 on WASL; 3rd-5th grade ELL students meeting any of the above criteria 	3 x's weekly for 25min.	Literacy Coach ELL Specialists and support staff	Students receive specific skill intervention and language support in the area of reading to accelerate academic performance.

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>
DRA Dibels (fluency)	All students grade K- 5 (Fall, Winter, Spring) (Dibels monthly)	All teachers and other instructional staff	The DRA results will be used to see if the students are progressing in a satisfactory manner. Data will be used guide instruction and design specific interventions, such as individual tutoring or after school programs for students needing additional academic support. Dibels will support progress monitoring in fluency.
WASL Prep- Assessments	All students grades 3 rd – 5 th grade (Fall, Winter, Spring)	Intermediate teachers (3 rd -5 th grade)	Students will be assessed 3 times before the WASL (Fall, Winter, and Spring). Teachers will use the results to guide instruction and re-teach standards needed to master the WASL.
Reading CBAs	All students – grades 3 rd – 5 th (Bi monthly)	3 rd grade teachers	CBAs are unit tests that formatted WASL style that allows teachers to monitor progress to guide instruction and re-teach standards need to master the WASL.

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>	
Balanced Literacy Standards Based Reading Research Instructional Strategies	All Concord Staff and tutors	OSPI Summer Institutes 4x's per year. 1 hour during staff meeting designated for Professional development in monthly rotation	Staff will work with district and school based literacy coach on best practice strategies for reading instruction
Writers Workshop	1 st - 3 rd grade pilot staff	week during grade level team m	Literacy coach will work with teachers piloting writing instructional strategies developed by Columbia Teachers College to enhance student learning in the area of literacy.
GLAD Training and curriculum development	All staff 1 st -3 rd grade staff piloting social studies with international themes	2x's per month during grade level team meetings;	Staff will work with school based GLAD trainer to gain instructional strategies to enhance the learning for ELL learners ; Develop curriculum units in the area of science an social studies using GLAD strategies
Dual Immersion Instruction -Bi literacy	K-3 Dual Immersion staff, ELL & Literacy specialists	1 week Bi-literacy Training occurs in August 2008. Additional professional development provided throughout the school year- (Winter, Spring)	K-3 Dual Immersion staff receive professional development training in instruction Dual Language Immersion instructional strategies

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>
Family Literacy Night/WASL Night	<ul style="list-style-type: none"> 50% of all students, especially families of students performing on levels 1 and 2 on the WASL. 	Two times a year	Family Involvement Coordinator	The school will hold Literacy nights and WASL nights to engage families in supporting their students in reading through literacy activities to reinforce skills.
Parent Teacher Conference	<ul style="list-style-type: none"> All families 	One year	Teachers	Teachers will hold conferences with parents to review skill that need more work and strategies to improve performances
Written Family Communication	<ul style="list-style-type: none"> All Families 	Once per progress monitoring period (monthly)	Teachers	Teachers will send letters or and or progress reports at the end of progress monitoring period to inform families and identify skills that student may need additional support with.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: MATH

Lead Responsibility: Principal, Math Coach; Math Teacher Leader

S.M.A.R.T. Goal: **Math-** Increase the number of students performing at or above standard to 64 % based on 2009 WASL math standards;

Gr. 3 51% -64%
Gr.4 36% -64%
Gr.5 30%-64%

15% of 3rd, 4th, and 5th graders will move from level 1 to level 2 and 15% of 3rd, 4th, and 5th graders will move from level 2 to level 3 on the WASL; K-2 students documented by District Assessment.

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>
Continue to use EDM school wide with fidelity	<ul style="list-style-type: none"> • All students • Levels 1 and 2 on the WASL 	Fall 2008-ongoing	Math Coach, Principal, Teachers, and support staff	Teachers will use instructional guides for EDM to guide instruction. Students will be actively engaged in curriculum using EDM strategies to solve problems. Differentiate instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
All school math journals	<ul style="list-style-type: none"> • All students • Levels 1 and 2 on the WASL 	Fall 2008-ongoing	Math Coach, Principal, Teachers, and support staff	Weekly journal writing in math using WASL released items, and monthly EIM bulletin boards
Extra instructional time	<ul style="list-style-type: none"> • Levels 1 and 2 on the WASL 	Fall 2008-ongoing	Teachers, CLC director	After school interventions, EDM, EIM, and MESA Tutoring (Specific Target Intervention) during school day
Completion of ALL EDM units	<ul style="list-style-type: none"> • All students 	Fall 2008-ongoing	Teachers, math coach, and principal	Teachers will use the pacing schedule to guide their weekly planning in order to provide access of grade level content to all students.

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>
EDM previews and end of the unit assessments	All students will be assessed at the end of each unit.	Teachers	The assessments will be used to identify specific skills students need instruction in, and teachers will develop instructional plans based on classroom data.
District Assessments	Three times a year	Teachers, Math Coach	Teachers will use data to differentiate instruction to meet the needs of all students.
Using EDM RSAs (Recognizing Student Achievement)	At least 50% of the students in each class using 50% of the RSAs.	Teachers	Teachers will use the data to check for mastery of basic skills.

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>	
Collaborative analysis of student data	Data Teams	Once a month, for one hour, each month from October to May	The whole staff will meet three times a year, and teachers will meet monthly to analyze student work to develop differentiated instruction.
Teacher Leader collaborative training	Whole staff led by Teacher Leaders	Four times a year, for 2 hours	Teacher leaders will lead staff in collaborating and discussing best practices.

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>
Family Math Night/WASL Night	<ul style="list-style-type: none"> 50% of all students, especially families of students performing on levels 1 and 2 on the WASL. 	Two times a year	Family Involvement Coordinator	The school will hold math nights and WASL nights to engage families in supporting their students in math through math games to reinforce skills.
Parent Teacher Conference	<ul style="list-style-type: none"> All families 	One year	Teachers	Teachers will hold conferences with parents to review skill that need more work and strategies to improve performances
Written Family Communication	<ul style="list-style-type: none"> All Families 	Once per unit	Teachers	Teachers will send letters or unit description and or progress reports at the beginning of each unit to identify skill that will be covered.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: SCHOOL CULTURE

Lead Responsibility:

Principal, Counselor, Concord Teachers and Staff

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

Improve the climate, culture, and attitudes of our school community, and to document this improvement using qualitative and quantitative data.

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 curriculum and instruction teaching care and responsibility toward others.	<ul style="list-style-type: none"> • All students 	Initiated in September and ongoing.	Counselor and trained teachers	Students will receive ongoing lessons from the following curricula: <ol style="list-style-type: none"> 1. Love and Logic 2. Steps to Respect 3. Second Steps Students will be taught protocols for participating in class meetings.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Initiate a school-wide program for student stewardship of the school building.	<ul style="list-style-type: none"> • All students 	Initiated in September and ongoing	Classroom teachers	<p>Each classroom will participate in the 'Adopt a Hallway' program. Each classroom has primary care of a section of the school building and playground that they decorate and keep clean.</p> <p>Continue school recycling program.</p> <p>Reinforce school-wide expectations that students respect common areas and common property (library books, playground equipment, etc.)</p>
Provide instruction and experience to students focusing on health and self-care	<ul style="list-style-type: none"> • All students 	Initiated in September and ongoing	Eva Ringstrom (liaison from Public Health Department)	Implement health and nutrition initiatives
Increase communication, coordination, and consistency among school staff relative to student behavior.	<ul style="list-style-type: none"> • All students 	Ongoing throughout school year	Counselor	<ol style="list-style-type: none"> 1. Conflict resolution training for staff. 2. PD related to conducting class meetings. 3. Steps to respect training.
Strengthen family connections	<ul style="list-style-type: none"> • All students 	Ongoing throughout school year	All staff	<ol style="list-style-type: none"> 1. Create a school-wide procedure for calling home to address positive student behaviors and misbehaviors. 2. Provide example letters to staff and scripts for calling home to promote consistency for home-school communication.

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>
Climate surveys	Grades 3-5 – Administered at the end of each school year	School district	Focus on problem areas for the following year.
Health data	All students Beginning and end of the school year.	Eva Ringstrom	Track changes in student attitudes and feelings about their health as shown in pre- and post-assessments. Make necessary adjustments based on data.
K-2 climate observations and teacher interviews	Grades K-2 2x during the year	Counselor	Develop interventions according to needs assessment.

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>	
Second Step	All staff	TBD – 10/10/08	Anti Bullying training for all staff led by Celia Arriaga of Seattle Public Schools. Staff trained in the use of Second Step and Steps to Respect programs for weekly classroom meetings
Steps to Respect	All staff	TBD -10/10/08	Intermediate grade teachers trained in use of Steps To respect for use in weekly classroom meetings
All school positive behavior support	All staff	Ongoing throughout the year	School wide Positive Discipline program developed by school based Counselor and staff. Teachers and counselor teach lessons on attributes of positive behavior

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>
Letters sent home	• All	ongoing	Classroom teachers	Letters will be sent home to share programs with the kids and their families.
Open House/Back to School Night	• All	October	Counselor and teachers	Posters advertising programs with a possible student presentation?
School Website/online communication	• All	ongoing	Counselor	"Counselor's Corner" on school website.

Note: Please delete or add rows as necessary

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

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

SECTION 4: 2008-09 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	Targeted Math intervention for Level 1 and 2 students in After school program EDM, MESA,EIM	8000.00 - 10,000.00	Y	Baseline/Lap Funds	
Math	Math Journals for all students; Use of WASL like prompts K-5 to promote effective problem solving skills	700.00	Y	Baseline Funds	
Math	Math Tutoring for 3-5 th grade students	N/A		Boeing Tutors	
Math	Data Teams and Math Professional Development for Staff				
Math	Family Engagement – WASL Information Night Family Math Nights (3)	2000.00	Y	Family Partnership/ Neighborhood Grant/Title 1 Parent funds	
Reading and Math	Reading and Math teaching support at 3 rd grade to accelerate student learning.	23,000.00	Y	Baseline/ Title funds	
Reading	Targeted Reading Intervention in after school CLC program	See Math Intervention budget	Y	Baseline/Lap Funds	

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 4: 2008-09 KEY BUDGET INFORMATION

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	Club de Lectura- Tutors Students work on literacy skills and comprehension with middle school tutors using Spanish literacy materials.			Baseline/Bilingual/ Title 1 Funds	
Reading	Dual language Immersion program K-1 To improve and accelerate academic achievement of Latino students through 1 st language instruction.		Y	Baseline/ Title I and Bilingual funds	

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
Boeing	Boeing workers provide Tutoring support in Reading and Math to students during the school day.	3-5 days per week depending on Boeing worker schedule			7 Plus years
World Vision	World Vision provides back packs and some school supplies for Concord students.	Start of each school year in September			7 plus years
Team Read	Reading support for 2 nd -3 rd grade students. Reader leader Program for 4 th – 5 th grade students	September- June January-April			6 years
Campagna Quetzal	Community support for West Seattle Pathway Schools program through Latino family engagement activities				3 years
South Park Community Center and Council	Partners with families and students in the school community on school projects such as gardening and neighborhood safety.	Twice a year			6 years
YMCA	Operates Community Learning Center After School program for Concord students	September- June Yearly		City of Seattle	7 plus years

Note: Please delete or add rows as necessary