

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Cooper Elementary
Cathy L. Rutherford
September 30, 2008



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Revision History

Revision Number	Date	Comments
1	10/28/08	Edits By Office of School Improvement
2	11/25/08	Edits By Office of School Improvement
3	12/1/08	Edits by Cathy Rutherford Principal
4	12/4/08	C-SIP Peer Reviews
5	12/5/08	Edits by Office of School Improvement
6	1/15/09	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

Special Note about Transformation: If Seattle’s School Board votes to relocate and/or significantly change our school’s program, there will be at least one meeting held by 6/30/09 for school, staff, parents, and community to discuss the transition and provide input on how to make the transition as beneficial as possible for the students and adults involved.

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.

Cooper School is a center of learning and achievement for all students. We prepare students to be successful in a diverse global society. By incorporating different learning styles, respecting cultural differences, and addressing individual achievement levels in our instruction, students are given multiple opportunities to succeed. Cooper School is committed to bringing all students to standard.

What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

Insight	How is this insight addressed in our C-SIP?
1	<p>ELL students are achieving below any other group in our school as determined by the WASL data from 2007 and 2008. Our ELLs did not meet AYP in Reading or Math, with an index of -11.5 in reading and -18.2 in math.</p> <p>GLAD strategies will be implemented building-wide to support our ELLs in the classroom. The bilingual program will do focused interventions to support language development for our ELLs.</p> <p>Balanced literacy programs will be developed in each classroom to support the reading needs of all students, including our ELL students.</p>
2	<p>African American and Latino students are achieving below Caucasian students in certain areas. In reading the index for Blacks was -1.2 as compared to 17.9 for whites. In math the</p> <p>Our professional development and coaching will focus on helping teachers implement high leverage strategies in all subjects. Our Equity Team will be support keeping cultural competence as a lens in all of the work we do this year.</p>

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SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	index for Blacks was 0.8 and Hispanics 8.1 as compared to 29.1 for Whites.	
3	Math continues to be an area of lower achievement in the 4 th and 5 th grades. 4 th and 5 th grade had negative indexes in most areas on WASL math and their averages were significantly lower than the third grade averages.	School-wide use of Everyday Math Curriculum. Participation in the collaborative district math training with our partner school, West Seattle Elementary.
4	The highest percentage of referrals to the office is our African American and Somali boys. These populations are overrepresented in referrals by almost two times their percentage in the general population.	Solution Focused Discipline used school-wide
5	Our unexcused absences dropped by 5.9% in 07-08, but students with a large number of absences are still missing too much school. A child cannot learn if they are not in school.	If a child is absent 3 or more times in a month, parents will be contacted. Students who continue to have an issue with attendance will become a focus of concern.

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

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SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	There were categories of students at all grade levels that did not make AYP. Fourth and fifth grade had significant drops in the percentage of students meeting standard on the WASL. Drops: 11.1% for 4 th and 19.4% for 5 th . The school did not meet AYP in reading. The school had the following indexes: All -3.1, Black -1.2, Limited English -11.5, Asian/Pacific Islander 17.3, Low Income -4.0.	<p>3rd grade WASL reading scores will increase from 63.4% to 69.6% on the 2008-2009 WASL.</p> <p>4th grade WASL reading scores will increase from 63.2% to 69.4% the 08-09 WASL for all students; and for continuously enrolled 'All' students (CE) .reading scores will increase from 69% to 76.1% on the 08-09 WASL</p> <p>5th grade WASL reading scores will increase from 60.6% to 67.48% for all students; and for continuously enrolled 'All' students (CE) from 72.2% to 76.1 % on the 08-09 WASL.</p>
Writing	42.1% of our students scored below standard in the area of writing.	4 th grade WASL writing scores will increase from 57.9% to 67.9% on the 08-09 WASL

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>Mathematics</p>	<p>Even though Cooper Elementary made AYP for 'All' students; on the Math WASL, this was only due to the high scores in 3rd grade. The indexes for 4th and 5th grade were negative at -13.1 for 4th grade and -10.1 for 5th grade. The indexes for the sub categories of Limited English and Low Income were even lower at as follows: Limited English 4th - 64.9% 5th -12.8%, Low Income 4th -22.1 5th -13.0.</p>	<p>3rd grade Math WASL scores will increase from 68.3% to 71.83% on the 08-09 WASL.</p> <p>4th grade Math WASL scores for all students will increase from 31.6% to 44.3% on the 08-09 WASL; and for continuously enrolled 'All' students (CE) from 51.8% to 64.9% on the 08-09 WASL.</p> <p>5th grade Math WASL scores will increase from 36.4% to 47.9% for all students; and for continuously enrolled 'All' students (CE) from 54.8% to 64.9% on the 08-09 WASL.</p>
<p>GLAD strategies</p>	<p>Our ELLs score lower than all other groups on the 07-08 WASL. This has been historically true for this group.</p> <p>Reading WASL Indexes All school Limited English -11.5</p> <p>Math WASL Indexes: Limited English 4th grade - 64.9% 5th grade -12.8%,</p>	<p>All scores listed below are for continuously enrolled students (CE) and after the adjustment for standard margin of error.</p> <p>3rd grade Limited English reading scores will increase from 65.5% to 76.1% on the 08-09 WASL. Math scores will maintain/increase (07-08 81.1%)</p> <p>4th grade Limited English reading scores will increase from 70.2% to 76.1% on the 08-09 WASL. Math scores will increase from 0% to 64.9% on the 08-09 WASL.</p> <p>5th grade Limited English reading scores will increase from 52.1% to 76.1% on the 08-09 WASL. Math scores will increase from 52.1% to 64.9% on the 08-09 WASL.</p>

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SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Solution Focused Discipline School Wide	<p>The highest percentage of referrals to the office is our African American and Somali boys. These populations are overrepresented in referrals by almost two times their percentage in the general population.</p> <p>Focus on creating a classroom environment that is conducive to boys achieving academically.</p>	<p>We will decrease the number of office referrals for both are African American and Somali children to bring the referrals down to the same percentage level as the percentage of those students in our population.</p>

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.

Cooper Elementary’s focus on supporting students’ success in reading supports the following goal from the strategic plan: 88 percent of third grade students meet or exceed reading standards (up from 72 percent in 2006-07)

Cooper Elementary’s focus on supporting students’ success in mathematics supports the following goal from the strategic plan: 80 percent of seventh grade students meet or exceed math standards (up from 53 percent 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?

- Our literacy coach is working with teachers to support the school-wide implementation of a Balanced Literacy program in every classroom.
- Our school became a Writers Workshop school this year. We will be implementing Writers Workshop in all general education classrooms.
- All general education classrooms are using Everyday Math as their core mathematics program.
- We will be in our second year of Solution Focused Discipline. The consistency that this is providing is helping to improve on task behavior in the classroom, which leads to more time for instruction and learning.
- The district’s GLAD Coach will assist staff in implementing 4 or 5 GLAD strategies in all general education classrooms.

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

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SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our Building Leadership Team (BLT) includes one teacher for primary and one teacher for intermediate, a special education instructional assistant, a teacher from our autism inclusion program, a representative from our Equity team, the principals, and African American parent and our literacy coach. • The BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; 1 parent serves on the BLT. We also have two parent leaders, one who speak Somali and the other Spanish. The C-SIP will be reviewed with them and their input will be included. Cooper's PTA is becoming a viable entity this year. Once the new board is formed on December 3rd, the C-SIP will also be reviewed with the board and input will be requested. • Our C-SIP will be presented at our January PTA meeting which includes parents for whom English is a second language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	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: OVERVIEW

School Improvement Review, *continued*

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

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SECTION 1: OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Reading (low-income and all students) and Math (low income). So, we are not identified as a "School in Improvement."

Title I status

This school receives Title I funds.

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 a staff meeting on 9/24/08 and in our Building Leadership Team (BLT) on 9/9/08 that includes parents/community, we analyzed student achievement data from WASL. We then developed data-based SMART goals for student growth in every major goal area on 9/30/08
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 9/9/08 and 9/24/08. • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics during June of 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. • We are a partner school for Writers Workshop and implementing the best practices in this model.
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.

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SECTION 1: OVERVIEW

	Component	How school has addressed each Component
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.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school on June 23 and 24, 2008 and August 28, 2008. • We publish the middle school tours schedule in our newsletter and remind our parents to take advantage of the open enrollment process. For students that need additional support in getting information about schools, our family support worker, helps the family with the arrangements including scheduling and transportation.
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility: Teresa Klein, literacy coach and Ruth Solnit, Title I reading support teacher

S.M.A.R.T. Goal: 3rd grade WASL reading scores will increase from 63.4% to 69.6% on the 2008-2009 WASL.

4th grade WASL reading scores will increase from 63.2% to 69.4% the 08-09 WASL for all students; and for continuously enrolled 'All' students (CE) .reading scores will increase from 69% to 76.1% on the 08-09 WASL

5th grade WASL reading scores will increase from 60.6% to 67.48% for all students; and for continuously enrolled 'All' students (CE) from 72.2% to 76.1 % on the 08-09 WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
Please provide a brief title of the strategy	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)	When will this strategy be employed at your school?	Who is responsible for carrying out this strategy?	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.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<p>Teachers will use the 85 minutes literacy block to implement the elements of a balanced literacy program in their classrooms.</p> <p>They may also use part of this time for Writers Workshop.</p>	<ul style="list-style-type: none"> • All students 	2008-2009 school year	Classroom teachers Support from literacy coach	<p>The 85 minute reading block will include the following sections:</p> <ul style="list-style-type: none"> • Interactive Read Aloud • Read to Self • Word Work • Guided reading • Shared reading • Writers Workshop
Use of observation tools for interactive read aloud, guided reading, independent reading	<ul style="list-style-type: none"> • All students 	2008-2009	Literacy coach	Teachers will work with the literacy coach to compare their practice with the observation tools. Literacy coach will support classroom teachers in the improvement of their practice to match the indicators on the observation tools.
Sound Partners tutoring	<ul style="list-style-type: none"> • K-2 students below standard in reading as determined on the DRA, the DIBELS, and a reading inventory 	October 1, 2008 to June 17, 2009	Ruth Solnit Title I Reading support teacher	After initial assessment results are formulated, the identified students will receive thirty minutes per day of Sound Partners Tutoring.
In class reading support	<ul style="list-style-type: none"> • K-5 students not at standard 	October 1, 2008 to June 17, 2009	Ruth Solnit Title I Reading support teacher Autumn Heddy VISTA Worker	Our reading support teacher, tutors, Vista worker, and Americorp worker will be in classrooms during the literacy block teaching students in small groups. This instruction will be supported by professional development from the literacy coach and the lesson planning from the teacher.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Small group or 1-on-1 tutoring	<ul style="list-style-type: none"> • 3-5 students not at standard in reading as determined by DRA, or WASL 	October 1, 2008 to June 17, 2009	Ruth Solnit Title I Reading support teacher	Tutors and the reading support teacher will work with assigned students using best practice materials provided to them by Ruth Solnit, our Title I reading support teacher, or by the classroom teacher. The tutoring sessions will be 30 minutes long.
Community Learning Center (CLC) After school program	<ul style="list-style-type: none"> • Students attending the CLC identified as below standard on either the WASL or the DRA 	September 15, 2008 to June 10, 2009	Kathleen Gantz Program Coordinator	These students will receive support for completion of homework, including completing twenty minutes of reading. The academic support portion of the program is one hour long, five days per week.
Action Team Support	<ul style="list-style-type: none"> • Students identified as the focus 45 either by test scores, issues with behavior, or issues with attendance 	2008-2009 school year	Deanna Armour, FSW	The action team meets on a weekly basis to monitor and provide support for the 45 focus students. The support is individualized based on the needs of each student. Each member of the action team will mentor a group of students on an ongoing basis.

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>
Classroom based assessments	All students Frequency determined by classroom teacher	Classroom teacher	Teachers will use this information to adjust their reading groups and their reading instruction.
Sound Partners assessment	Students receiving Sound Partners Tutoring/ Every 10 lessons	Tutor will give the assessment Ruth Solnit will collect and report the results.	The assessment information will tell us whether the program is working for the child and when the child can be exited. If the program is not working, our reading support teacher will make the needed adjustments for that particular student.
DRA, DIBELS, Reading inventories	Students receiving small group or individual tutoring	Tutor Ruth Solnit will collect and report the results	The tutors and Ruth will use this information to adjust instruction for the child or to exit them from the program when they have reached standard.
WASL	3-5 grade students	Classroom teachers, assessment coordinator	Results from the WASL will be used to assess the effectiveness of the strategies used during the 2008-2009 school year and to make adjustments for the 2009-2010 school year.

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>	
Structuring the literacy block	All general education staff	October 1st	Teresa Klein and Ruth Solnit will do an overview session on the structure of the 85 minute literacy block.
District provided	K-5 teachers	As determined by the district	Teachers will be encouraged to attend the district offered professional development in the area of reading.
Text Savvy	3-5 grade teachers	Book study One hour/week	Text Savvy is a book which structures a reading comprehension program for 3-5 grade students. Teresa Klein will help the 3-5 teachers to implement this approach.
Sound Partners training	Four tutors	October 1, 2008 Five hours	Tutors will be trained in the use of the Sound Partners Tutoring program. They will also be supported on a bi-weekly schedule by the Title I reading teacher our literacy coach at professional development/problem solving sessions.
Coaching	K-5 classroom teachers	Teresa Klein will work with the K-5 teachers during her 0.5 assignment to Cooper Elementary.	Teresa will individually coach teachers focusing on areas of improvement for each teacher.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Literacy Night	<ul style="list-style-type: none"> All families with a special focus on our 45 focus families 	Literacy K-2 January 29, 2009 Literacy 3-5 March 26, 2009	Autumn Heddy	This evening will offer families with ideas about how to support their children's reading skills at home. It will also create an opportunity to celebrate the joys of reading.
LAP plans	<ul style="list-style-type: none"> Families of students receiving tutoring by tutors funded by LAP funds 	Before Thanksgiving	Classroom teachers, Ruth Solnit	Teachers will meet with LAP parents to develop a collaborative plan, which will include responsibilities for the teacher, parent, and student.
Parent session to teach parents how to support their beginning readers	<ul style="list-style-type: none"> K-2 families with beginning readers 	Before winter break TBD	Teresa Klein	Teresa will work with parents to help them understand how to help their child learn how to read or increase their reading comprehension.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA 2: Writers Workshop

Lead Responsibility: Teresa Klein, literacy coach

S.M.A.R.T. Goal: 4th grade WASL writing scores will increase from 57.9% to 67.9% on the 08-09 WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
School-wide use of Writers Workshop	<ul style="list-style-type: none"> All students 	2008-2009 school year	Classroom teachers with support from Teresa Klein	Teachers will have a Writers Workshop session on a daily basis. This session will include a mini-lesson, time for writing for the students, and a summary or sharing time.
School-wide sharing of celebration of student writing	<ul style="list-style-type: none"> All students 	2008-2009 school year	Classroom teachers	Student work will be displayed throughout the school. Each classroom will have a celebration at the end of each unit of study.

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>
WASL	4 th grade students	Classroom teachers, assessment coordinator	Results from the WASL will be used to assess the effectiveness of the strategies used during the 2008-2009 school year.
Student work	K-5 students	Classroom teachers	Teachers will have a beginning of the year sample of their students' work and an end of the year sample to compare for progress.

Note: Please delete or add rows as necessary

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Writers Workshop Calendar Days	All teachers working in the general education classrooms	October 10, 2008 6 hours January 26, 2009 6 hours	These trainings will be delivered by Columbia University trainers and will be geared to support our first year of implementation of Writers Workshop.
Coaching support	All teacher and support staff working in the general education classrooms.	Teresa will be at Cooper as a 0.5 literacy coach and during her time her, she will support individual teachers in their implementation of Writers Workshop.	Teresa Klein will support the implementation of Writers Workshop through a coaching model, which will include model lessons, team teaching, and opportunities for reflection and review.

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>
Invite families to Writers' Celebrations	<ul style="list-style-type: none"> • All families 	At the end of selected units	Classroom teachers	Classroom teachers will plan, at the appropriate time, a celebration for one of their units of study and invite families to attend this celebration.
Students' writing displayed at Literacy Night	<ul style="list-style-type: none"> • All families 	Literacy K-2 January 29, 2009 Literacy 3-5 March 26, 2009	Classroom teachers	Classroom teachers will display their students' writing in public spaces for literacy night.
Parent training on Writers Workshop	<ul style="list-style-type: none"> • All families 	TBD	Teresa Klein, literacy coach	Teresa will lead a workshop for parents to explain the elements of Writers Workshop and how parents can support their children's writing at home.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Mathematics

Lead Responsibility: Cathy Rutherford, Principal

S.M.A.R.T. Goal: 3rd grade Math WASL scores will increase from 68.3% to 71.83% on the 08-09 WASL.

4th grade Math WASL scores for all students will increase from 31.6% to 44.3% on the 08-09 WASL; and for continuously enrolled 'All' students (CE) from 51.8% to 64.9% on the 08-09 WASL.

5th grade Math WASL scores will increase from 36.4% to 47.9% for all students; and for continuously enrolled 'All' students (CE) from 54.8% to 64.9% on the 08-09 WASL.

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

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

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

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
School-wide use of Everyday Math curriculum	<ul style="list-style-type: none"> All students in the regular classrooms 	2008-2009 school year	Classroom teachers	<p>All staff working in general education classrooms will support the use of Everyday Math curriculum. Everyday Math will be taught for a minimum of 60 minutes per day. There will be an additional 15 minutes skill and practice time scheduled into the day.</p> <p>Classroom teachers will follow the district pacing guides.</p>
Use of curriculum guides to inform instruction in Everyday Math	<ul style="list-style-type: none"> All students in the regular classrooms 	2008-2009 school year	Classroom teachers	Teachers will use these guides to reinforce and strengthen their lesson planning and delivery.
Math support teacher to support instruction in 4 th and 5 th grade classrooms.	<ul style="list-style-type: none"> Students in 4th and 5th grade classrooms 	2008-2009 school year	Title I math support teacher	Our 4 th and 5 th grade classrooms are very large at 28 -30 students each. One classroom is a 4/5 split. Everyday Math is a very difficult curriculum to teach as a split. Our Title I math support teacher will teach 5 th grade math for the students in the 4/5 split. He will also team teach with the 4 th and 5 th grade teachers to allow more differentiated instruction for the students in those classrooms.
Technology teacher will support Everyday Math by the use of the computer math games during the students' technology class.	<ul style="list-style-type: none"> All students in the regular classrooms 	2008-2009 school year	Technology teacher	Our technology teacher will upload all of the classroom rosters into the Everyday Math program. He will provide a password for every student and he will incorporate the Everyday Math games into his technology curriculum.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Action Team Support	<ul style="list-style-type: none"> Students identified as the focus 45 either by test scores, issues with behavior, or issues with attendance 	2008-2009 school year	Deanna Armour, FSW	The action team meets on a weekly basis to monitor and provide support for the 45 focus students. The support is individualized based on the needs of each student. Each member of the action team will mentor a group of students on an ongoing basis.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Everyday Math Unit Assessments	All students in the regular classrooms	Classroom teachers	Teachers will use these results to inform their instruction for upcoming units. They will also use the results as evidence for report cards.
District math assessments	All students in the regular classrooms	Classroom teachers, assessment coordinator	Teachers will use these results to inform their instruction for upcoming units.
WASL	3-5 grade students	Classroom teachers, assessment coordinator	Results from the WASL will be used to assess the effectiveness of the strategies used during the 2008-2009 school year and to make adjustments for strategies for the 2009-2010 school year.

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>	
Collaborative math trainings	All staff working in the general education classrooms	September 17 th focus on assessment October 22 nd focus on deepening mathematics instruction January 28 th focus on deepening mathematics instruction May 13 th focus on best instructional practice	The math leaders from Cooper Elementary and West Seattle Elementary will lead district planned professional development jointly to both schools four times during the 2008-2009 school year.
Computational Fluency workshop	All staff working in the general education classrooms	October 29 th 2 hours	Cathy Rutherford, the principal, will give the computation fluency workshop to staff to give staff the tools and understanding necessary to effectively support students in computational fluency.

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 Nights	<ul style="list-style-type: none"> Families with children in the general education classrooms 	Math 4/5 grades January 13 th or 16 th Math K/1 March 3 rd or 6 th	Classroom teachers, Family Partnership Coordinator, Technology teacher	During this evening event, classroom teachers will work with families to give them strategies to support their children in completing their homework. The technology teacher will also be available this night to show parents how to logon to the Everyday Math site where their children can access the math games.
Distribution of math resource books	<ul style="list-style-type: none"> Families with children in the general education classrooms 	Fall 2008	Classroom teachers	A math resource book will be checked out to families to give them a place to check for information to use support their children with their homework.
Technology teacher will support Everyday Math by supplying each child with an ID card, which will have the child's login to the Everyday Math games.	<ul style="list-style-type: none"> Families with children in the general education classrooms 	Fall 2008	Technology teacher	Students will received a card with their login ID for the Everyday Math games. Our technology teacher will teach children how to logon using this ID. Children will take the cards home to enable them to logon from their home computers.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: GLAD Strategies

Lead Responsibility:

GLAD Coach

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

All scores listed below are for continuously enrolled students (CE) and after the adjustment for standard margin of error.

3rd grade Limited English reading scores will increase from 65.5% to 76.1% on the 08-09 WASL. Math scores will maintain/increase (07-08 81.1%)

4th grade Limited English reading scores will increase from 70.2% to 76.1% on the 08-09 WASL. Math scores will increase from 0% to 64.9% on the 08-09 WASL.

5th grade Limited English reading scores will increase from 52.1% to 76.1% on the 08-09 WASL. Math scores will increase from 52.1% to 64.9% on the 08-09 WASL.

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

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

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

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
All general education classroom teachers will implement 4-5 high leverage GLAD strategies in their instruction.	<ul style="list-style-type: none"> ELL students in general education classrooms 	2008-2009 school year	Classroom teachers as supported by the GLAD coach, bilingual teachers, and biligual IAs	GLAD Coach will support classroom teachers in implementation of 4 to 5 high leverage GLAD strategies to improve acquisition of academic language for all ELL students.
Bilingual staff will provide strategic interventions for ELLs.	<ul style="list-style-type: none"> ELL students in general education classrooms 	2008-2009 school year	Bilingual staff	Bilingual staff in conjunction with the classroom teacher will provide strategic interventions for ELLs. The students will be identified for these interventions based on standardized and classroom based assessments.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WLPT	ELL students	Bilingual teachers and district testers	Effectiveness of strategies, identify students who are still in need of support
DRA and DIBELS	ELL students	Classroom teachers, Title I support teacher	Information from assessments will be used to inform instruction and determine future intervention strategies.

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	ELL students	Classroom teachers, assessment coordinator	Results from the WASL will be used to assess the effectiveness of the strategies used during the 2008-2009 school year.
Classroom based assessments	ELL students	Classroom teachers	Information from assessments will be used to inform instruction and determine future intervention strategies.

Note: Please delete or add rows as necessary

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Coaching from GLAD coach	Staff working with ELL students in general education classrooms	Teresa will be at Cooper two to three days per week.	The GLAD coach will be working with teachers on a individual basis to help them implement 4-5 high leverage GLAD strategies in their classrooms.
Professional development session on the use of 4-5 high leverage GLAD strategies	Staff working with ELL students in general education classrooms	Fall 2008	The GLAD coach will do a professional development workshop to review 4-5 high leverage GLAD strategies that all classroom teacher will implement in their classrooms.
Two Day GLAD Overview, GLAD Classroom Demo	Staff working with ELL students in general education classrooms.	Fall 2008 – Spring 2009	Staff who have not had GLAD training will attend the Two Day GLAD Overview and a GLAD Classroom Demo. Teachers who have attended all GLAD training will have an opportunity to attend a refresher classroom demo.

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>
ELL families will receive a personal invitation to all Learning Nights	<ul style="list-style-type: none"> • ELL families 	2008-2009 school year	Bilingual staff	The bilingual staff will contact all ELL families to personally invite them to the Cooper Learning Nights, i.e. Literacy Night, Math Night, WASL Night, Bilingual Night
All families will be provided with transportation if needed.	<ul style="list-style-type: none"> • All families, ELL families included 	2008-2009 school year	Bilingual staff	When the bilingual staff contact the ELL families they will arrange for transportation if necessary.
Translation provided at all Cooper Learning Nights	<ul style="list-style-type: none"> • ELL families 	2008-2009 school year	Bilingual staff	Translators will interpret for families at all Cooper Learning Nights.
Bilingual Night	<ul style="list-style-type: none"> • ELL families 	October 30, 2008	Bilingual staff	This evening will be directed specifically to the ELL families to give them information about the school, the school system, and support services.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Solution Focused Discipline School Wide

Lead Responsibility:

Principal

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

We will decrease the number of office referrals for both are African American and Somali children to bring the referrals down to the same percentage level as the percentage of those students in our population.

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>
Solution Focused Discipline	<ul style="list-style-type: none"> All students in the general education classrooms 	Ongoing	All staff working with the students	All staff will implement the strategies in Solution Focused discipline. When students make poor choices it will be viewed as an opportunity for students to learn new strategies and to make different choices in the future.
Classroom meetings	<ul style="list-style-type: none"> All students in the general education classrooms 	Ongoing	Classroom teachers	Classroom meetings will happen on a regular basis, at least once a week. These meetings offer opportunities for students to problem solve and learn new strategies for resolving conflicts.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of the mistaken goal chart	<ul style="list-style-type: none"> All students in the general education classrooms 	Ongoing	All staff working with students	Staff will use the mistaken goal chart to hypothesize the goal of the behavior and to choose strategies to meet the underlying need and eliminate the need for the student to act in inappropriate ways.
Teacher-helping-teacher	<ul style="list-style-type: none"> Students with recurring behavioral issues 	Once per month	Interested staff	We will have, at the least , monthly support sessions to help teachers problem solve problem behaviors.
Wheel of Choice	<ul style="list-style-type: none"> All students in the general education classrooms 	Ongoing	Principal	The Wheel of Choice will be taught to all students in general education classrooms and used on the playground to solve conflicts. The counselor, head, teacher and principal will use the Wheel of Choice in their conversations with 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>
The School Wide Information System	All students with office referrals, on a monthly basis.	Principal and head teacher	This information will identify for us the students with high referrals, and the types of behaviors that we need to focus on as a school. The discipline committee and action team will then provide extra support for the identified students and in the identified areas.

Note: Please delete or add rows as necessary

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
On going professional development in Solution Focused Discipline	All staff working with students in the general education classrooms	August 26 th 3 hour training September 24 th 1 hour follow-up	August 26 th training will be the next in the series of training for Solution Focused Discipline. It will review some of the early p.d. and also go into information regarding attachment.
Coaching for Solution Focused Discipline	Classroom teachers	One time per month, TBD	Solution Focused Discipline coaches will come to Cooper and support classroom teachers in the implementation of Solution Focused Discipline.

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>
Parenting Classes	<ul style="list-style-type: none"> • All parents/guardians 	TBD	Solution Focused Discipline trainer	A six week parenting course will be offered to parents. This course will give parent the tools they need to implement Solution Focused Discipline in their homes.
Somali Night	<ul style="list-style-type: none"> • Somali parents/guardians 	October 3, 2008	Mohamed Roble, Principal, head teacher	This evening will focus on working with the Somali families to support their ability to create

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Attendance	Raise attendance rates for students with an issue with attendance.	For students with more than three absences in a month, their parents/guardians will be contacted and plan for improving attendance will be completed. If the child continues to be absent, a doctor's excuse for the absences will be required. For more than three unexcused absences, the parent will be first sent a letter giving them an opportunity to contact the school with the reason for the absences. If the parent/guardian does not respond, the family will be contacted. If there is no improvement, the case will be turned over to the courts.
Family Engagement	Continue family engagement plan as determined during the 07-08 school year for the long range goal of increasing parental involvement in their children's education.	Cooper Elementary is going to have the following parental events during the 2008-2009 school year. Translation for all of our families whose English is not their first language will be provided. Somali night Curriculum night and barbecue Math Night, Literacy Night, WASL Night, Bilingual Night, Barbecue/Curriculum Night/Title I Night.
Focus forty-five	The forty-five students identified by standardized test schools, high absences, or high levels of referrals for behavioral issues, will make progress toward standard as identified by an increase of at least one level on the WASL or more than one year of growth in the area of reading.	The action team will meet on a weekly basis to develop supports for these students, check on progress, and make adjustments to the plan for the students. Each child will have one 'case manager' assigned to him/her. This case manager will check in with the student on a regular basis, maintain constant contact with the family, and check on the progress for the child in areas in need of improvement.

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Data Teams	Increase student achievement in the area of focus.	Grade level teams will determine based on data the area of focus for their data teams. The data teams will meet twice a month to look at student work and data in the chosen area. They will determine strategies for improvement in this area, implement strategies and then by the use of data determine the effectiveness of the strategies.
EARTH Project at Cooper	Increase students understanding of and connection with the natural environment.	Teachers will deliver environmental lessons to students both in class and in the green belt. Classrooms will also continue to work on the on-site habitat, which was begun during the 2007-2008 school year.
Cultural competence	Equity team will work with the BLT to integrate cultural competency training throughout the school year.	Equity team will help to plan and facilitate staff trainings. One member of the Equity team will also be a member of the BLT.

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	Tutors are hired from the school's LAP funds and Title I funds to support students below standard on reading as determined by the scores on DIBELS, DRA, and the WASL	35,048	Y	LAP Title I	
Writing	Literacy coach will support the implementation of Writers Workshop school wide. District will provide two full days of training for Writers Workshop, October 10 th and January 26 th	District Budget	Y	District Budget	
Mathematics	The math leaders from Cooper Elementary and West Seattle Elementary will lead district planned professional development jointly for both schools four times during the 2008-2009 school year: <ol style="list-style-type: none"> 1. September 17th focus on assessment 2. October 22nd focus on deepening mathematics instruction 3. January 28th focus on deepening mathematics instruction 4. May 13th focus on best instructional practice 	District Budget	Y	District Budget	
GLAD strategies	All general education classroom teachers will implement 4-5 high leverage GLAD strategies in their instruction. This implementation will be	District Budget	Y	District Budget	

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
	supported by Teresa Boone, district GLAD coach. GLAD training for staff who have not attending	Two substitute days for staff who will attend	Y	Title I	
Solution Focused Discipline School Wide	All staff will implement the strategies in Solution Focused discipline. When students make poor choices it will be viewed as an opportunity for students to learn new strategies and to make different choices in the future.	Professional development days	Y	NA	
Family Engagement	This strategy supports the other strategies in the plan for the parent/guardian engagement piece.	7499.43	Y	Family Involvement Grant	
Attendance	For students with more than three absences in a month, their parents/guardians will be contacted and plan for improving attendance will be completed. If the child continues to be absent, a doctor's excuse for the absences will be required. For more than three unexcused absences, the parent will be first sent a letter giving them an opportunity to contact the school with the reason for the absences. If the parent/guardian does not respond, the family will be contacted. If there is no improvement, the case will be turned over to the courts.	District budget for family support worker	Y	District budget for family support worker	

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Focus forty-five	The action team will meet on a weekly basis to develop supports for these students, check on progress, and make adjustments to the plan for the students. Each child will have one 'case manager' assigned to him/her. This case manager will check in with the student on a regular basis, maintain constant contact with the family, and check on the progress for the child in areas in need of improvement	District budget for family support worker Baseline for head teacher and counselor	Y	District budget for family support worker Baseline for head teacher and counselor	

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
Southwest Youth and Family Services (SWYFS)	A staff member from SWYFS will work with the action team to support a select number of students from the focus 45.	7 hours per week	Central funding from Family Involvement grant		This is the 2 nd year of this partnership. The continuation of the partnership is dependent upon funding.

Note: Please delete or add rows as necessary