

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year



B.F. Day Elementary School

Susan McCloskey, Principal

September 26, 2008

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Revision History

Revision Number	Date	Comments
1	10/27/08	Edits by Office of School Improvement
2	11/24/08	Edits by Office of School Improvement
3	12/5/08	Edits by Office of School Improvement
4	12/11/08	C-SIP Peer Reviews

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

SECTION 1: SCHOOL OVERVIEW

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

Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.

B.F. Day is committed to providing a high quality learning environment for all students. Our goal is to provide a strong foundation in the academic basics and then to challenge each student to excel. The belief at B.F. Day is that every student is the responsibility of every staff member. All staff members contribute to getting all students to grade level standards. These contributions are seen in the classrooms, hallways, lunchroom, playground, art room, music room, library, and gym—wherever B.F. Day students and staff gather. B.F. Day is a vital part of our Fremont neighborhood. We provide an excellent journey of education for our students, parents and community. Students who leave B.F. Day experience success at their next level because of the preparation they have received here. Our students are proud to say they attended B.F. Day School!

What have we learned from our data?

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

	Insight	How is this insight addressed in our C-SIP?
1	Our 4 th grade WASL math scores fluctuate year to year (2005: 79%/ 2006: 36%/ 2007: 61%/ 2008: 46%) which is quite frustrating.	We need to bring consistent growth to our 4 th grade WASL math scores. Our use of Everyday Math curriculum with our math trainings should bring about the needed growth. Being a MAP Pilot school will help tremendously in charting the progress of our students during the year. MAP should indicate the areas in which individual students excel and those on which they need improvement. From this info, we can structure their learning to meet their various needs.
2	Our students 4 th grade Writing WASL scores are very close to meeting standard, but several students missed by one point.	We need to move those students who are close to standard up to standard. Writing will be a focus in the classrooms K – 5 using journals, as well as, narratives, persuasive, reports, etc. Computers will be utilized to compose writing projects, especially for grades 3 – 5.
3	Our students want to be treated with dignity, even when being disciplined by adults in the building.	Our climate survey showed that on a scale of 0-4, the Classroom Management #2 item (My teacher keeps control of the classroom without embarrassing anyone) had a score of 2.85 for our Black students with a score of 3.23 for overall. This discrepancy was discussed at our August needs assessment meeting. As a total staff, we need to be acutely aware of how we treat all students. We are going to work as a staff to “treat our students with dignity” in all situations. Classroom control is, of course, extremely important and can be accomplished in a respectful manner for all our students. We will keep this discussion at the

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Insight	How is this insight addressed in our C-SIP?
	forefront at our bi-weekly staff meetings.

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Math Achievement	Our 4 th Grade WASL scores dropped from 2007 (61%) to 2008 (46%).	Our 4 th Grade WASL Math scores will be at the NCLB standard of 64.8% as evidenced on the Spring, 2009 WASL scores, up from 46.5% in 2008
Writing Achievement	Our 4 th Grade WASL scores dropped from 2007 (56%) to 2008 (53%). Several of the students were very close to meeting standard. Sixteen (16) scored at Level 2 and we need to move them to Level 3	4 th Grade WASL Writing scores will increase by 7% as evidenced on the Spring, 2009 WASL scores, up from 53.5% in 2008.
Classroom Management	On the Student Climate survey, our score of 2.85 on the Classroom Management item: <i>"My teacher keeps control of the classroom without embarrassing anyone"</i> was lower than other scores for our Black students.	Our Black students will score us at 3.0 or above on the Classroom Management item: <i>" My teacher keeps control of the classroom without embarrassing anyone"</i> on the Spring, 2009 Student Climate Survey as evidenced on the data we receive in August, 2009, up from 2.85 in 2008

What is the contribution of our school's plan to the District's strategic plan?

Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.

Our School's Plan will support the District Strategic Plan because we are focusing on Math, Writing and School Climate which are areas on which the District is also focusing. We will specifically show growth in these areas which will bring student achievement to an acceptable level. Our students will be prepared for the rigors of Middle School with strong academic skills and healthy self esteem.

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SECTION 1: SCHOOL 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?

Our school is called the Family School because we see each individual child as the responsibility of each adult, not just the ones in your classroom. We have Peace Assemblies monthly where we gather as a family and focus on an aspect of school. We have Family Dinners throughout the year wherein we invite families to school on a Friday night for dinner and a program. We stress that we are in a partnership with our families, and we want all families to feel welcome at B.F. Day!

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SECTION 1: SCHOOL OVERVIEW

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

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview,	<ul style="list-style-type: none"> • School has a mission, vision and theory of action. • School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.
2	High Standards and Expectations	Section 1: School Overview,	<ul style="list-style-type: none"> • School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. • Student achievement goals are data-driven.
3	Effective School Leadership	Section 2: Major Focus,	<ul style="list-style-type: none"> • School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.
4	Supportive Learning Environments	Section 3: Other Focus,	<ul style="list-style-type: none"> • School addresses non-academic student learning goals.
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships,	<ul style="list-style-type: none"> • School includes parent/community representation in the development of the C-SIP. • School identifies community partners that engage with the school in support of student learning. • School includes one or more strategies for family/community engagement for every SMART goal.
6	High Levels of Communication and Collaboration	Section 2: Major Focus,	<ul style="list-style-type: none"> • Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. • School shares C-SIP goals, strategies, and activities with school community at PTA meeting on 10/9/2008 and asked for edits and input.
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus,	<ul style="list-style-type: none"> • Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus,	<ul style="list-style-type: none"> • All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.
9	Focused Professional Development	Section 2, Major Focus,	<ul style="list-style-type: none"> • Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.

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SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> The B.F. Day Building Leadership Team (BLT) includes everyone on the staff. The C-SIP was sent to staff and they were instructed to send edits and comments. * 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 PTSA Board and membership. This included bilingual family members. C-SIP presented @ the PTA Meeting and input included in C-SIP. 10/9/2008 and 11/7/2008
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.
<i>(Title I Schools)</i> How is the school using the 10% set-aside for professional	Central Office provides instructional / content coaches in academic areas of need.	

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SECTION 1: SCHOOL OVERVIEW

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

Technology

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

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

School made AYP in Spring 2008, in both Reading and Math.

Title I status

This school does receive Title I funds.

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Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings (August 27 & 28, 2008 & 2 nd Wednesday of each month) and in our Building Leadership Team (BLT) (September 9, 2008 & 1 st Tuesday of each month) 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 26, 2008.
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on (August 27 & 28, September 15, 2008). • We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 27 & 28, 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

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	Component	How school has addressed each Component
		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 each Wednesday in February and March. We also conduct individual tours throughout the year to accommodate our potential families' schedules. • We publish the middle school tours schedule in our school newsletter and remind our parents to take advantage of the open enrollment process.
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.

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: MATH ACHIEVEMENT

Lead Responsibility: Principal, Coach, Teachers

S.M.A.R.T. Goal: Our 4th Grade WASL Math scores will be at the NCLB standard of 64.8% as evidenced on the Spring, 2009 WASL scores, up from 46.5% in 2008.

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>
Title 1 Small Groups	<ul style="list-style-type: none"> Students who need extra help in math. These 30 students will be those who are below standard on the WASL scores and/or are struggling with the grade level math curriculum. 	September, 2008 – June, 2009	Shirley Day, Title 1 teacher	Shirley Day, our Title 1 teacher will work with small groups of students who are below standard in math. Students will be from grades 2 – 5. Shirley will use Everyday Math curriculum and supplements to work with the students. She will consistently communicate with classroom teachers as to student growth, assessment and needs.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide After School Tutoring Program to improve adult:student ratio for accelerated learning.	<ul style="list-style-type: none"> Students in Gr. 1 – 5 (60 students) will attend tutoring after school on Tuesdays and Thursdays 3:05/4:15. Students who need an extended day to work on math, reading and writing skills will be recommended by teachers and parents based on need and assessments. 	October, 2008 – April, 2009	Beth Tesh, Volunteer Coordinator and Dora Vasquez, assistant	Students are teamed with a tutor (1:1) who works with them after school (3:05/4:15) on reading, math and writing skills. Ideally, the same tutor works them all year. Tutors come from community, high schools, middle schools, and businesses. Tutors are trained by our Volunteer Coordinator, Beth Tesh. Students are provided transportation home at 4:15 on Tuesdays and Thursdays.
Stronger emphasis on Measurement and Algebraic Sense	<ul style="list-style-type: none"> All students in Gr. 4 	September, 2008 – June, 2009	Classroom teachers, Title 1 teacher, Shirley Day	As evidenced in our 4 th Grade WASL scores, our students need work on Measurement and Algebraic Sense. Those were our lowest scores in Gr. 4 and were below State/District scores. These skills will be stressed in our Everyday Math curriculum.

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Strategy	Target Students	Timing	Lead	Description
Pilot MAP Assessments to better measure students' math learning.	<ul style="list-style-type: none"> All students in Gr. K – 5 will participate in the pilot program for MAP. Assessments will be given 3 times per years. 	October, 2008 – May, 2009	MAP Math Team(Janet Sawyer, Connie Hernandez, Terri Onderisin, Susan McCloskey), ET rep (Janet Sawyer), Teachers, Coach (Terri Onderisin)	B.F. Day is a pilot school for MAP assessment this year. All students will be tested using the computer three (3) times per year to measure math growth in several areas. These assessments will give teachers a clear picture of strengths and areas for improvement with individual students.
Schedule time for Teacher Collaboration to work on math assessment and instruction.	<ul style="list-style-type: none"> All student math growth will be examined at grade level collaborative meetings monthly. 	September, 2008 – June, 2009	Principal (Susan McCloskey, Coach (Terri Onderisin), Teachers	The 4 th Wednesday of each month will be used for collaborative grade level work in math. Teachers will examine growth of students and share successes and areas for improvement.
Offer Advanced Math Class for high-performing math students.	<ul style="list-style-type: none"> Students who excel in Math in Gr. 4 & 5 	January, 2009 – April, 2009	Lauri Boren	Students who excel in Math extend their day for one hour and work with Ms. Boren on Math challenges. Ms. Boren is our 5 th grade teacher.

Note: Please delete or add rows as necessary.

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SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
MAP Pilot Program	K – 5 Three (3) times per year	Teachers, MAP Math Team (Janet Sawyer, Connie Hernandez, Terri Onderisin, Susan McCloskey), Principal (Susan McCloskey, Coach (Terri Onderisin)	Teachers will have a clear idea on strengths and areas for improvement with individual students based on computer assessments.
Everyday Math Assessments	K – 5 EDM Chapter Assessments throughout the year	Teachers	Teachers will have data on strengths and areas for improvement. Teachers will know how and where to differentiate their instruction.
Classroom Observations	Students who need extra help	Teachers	Differentiate instruction to help those students who need extra help with specific skills.

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>	
MAP Pilot Training	All Teachers	Little Wednesdays (Early Dismissals) throughout the year as required for MAP Pilot Schools	Teachers will be trained in the use of MAP Pilot program which will be given three times per year. Data will be specific for each individual student as to their strengths and areas for growth.

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PD Opportunity	Participants	Timing, Frequency & Duration	Description
Everyday Math Trainings	All Teachers EDM School Team	9/17/08, 10/22/08, 1/28/09, 5/13/09 2 hour sessions for both Primary and Intermediate teachers	Teachers will work together collaboratively on EDM assessments and strategies as recommended by EDM District team.

Note: Please delete or add rows as necessary

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 Dinner Program	• All families	1/23/09	Beth Tesh (Volunteer Coordinator) Coach (Terri Ondersin)	Parents will be introduced to Everyday Math Games on websites Math games will be available for purchase through Math 'N' Stuff Company
Everyday Math Letters sent home	• All families	Regularly according to EDM pacing	Teachers	Family letters are sent home with students outlining Math curriculum in the classroom at the beginning of each unit.
Block Invention Day	• 5 th Grade students and families	2/6/09	Marilyn Moch Phoenix Builders 5 th Gr. Teachers	Team from Phoenix Builders will work with 5 th graders on designing buildings from blocks.

Note: Please delete or add rows as necessary

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: WRITING ACHIEVEMENT

Lead Responsibility: Principal, Coach, Teachers

S.M.A.R.T. Goal: Our 4th Grade WASL Writing scores will be at 60% as evidenced on the Spring, 2009 WASL scores, up from 53.5% in 2008. Our scores for Spring, 2008 were at 53.5% and several of the students (16/45) who did not make standard were at Level 2. We need to move those students to Level 3 or above.

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>
Journal Writing will be done regularly in the classrooms throughout the content areas.	All students will benefit, but we are targeting those who are very close to making standard— there were 16 students on 2008 WASL.	Sept. 2008 – June, 2009	Teachers Coach (Terri Ondersin)	Students will be given a multitude of opportunities to write in their science/math/social studies/ and writing journals on a daily basis.

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Strategy	Target Students	Timing	Lead	Description
Increase/improve instruction in Writing for a purpose	<ul style="list-style-type: none"> All students in Intermediate Grades 	Sept. 2008 - June, 2009	Teachers Coach (Terri Ondersin)	Students will be given specific writing assignments requiring persuasive, narrative and explanative focus on the essays. Teachers will use suggestions from released WASL items when the items are published.
Focus on Content/Organization/Style	All students will benefit, but we are targeting those who are very close to making standard— there were 16/45 students on 2008 WASL who were at Level 2.	Sept. 2008 - June, 2009	Teachers Coach (Terri Ondersin)	Students will use writing rubrics in evaluating their work in written assignments. Conferences will be held with students to review evaluations. Student to student peer reviews will be utilized in Gr. 2 – 5. K-1 teachers will introduce the 6 writing traits as appropriate for their level.
Grade Level Team Meetings Monthly for student assessment and instructional planning.	<ul style="list-style-type: none"> All students 	Sept. 2008 - June, 2009	Teachers Coach (Terri Ondersin)	Teachers will meet in Grade Levels monthly to discuss and examine student work especially in the areas of Content/Organization/Style
Establish Writing Buddies for older students to mentor younger writers.	Older with younger students	September, 2008 – June, 2009	Teachers Coach (Terri Ondersin)	An older classroom is paired with a younger class to work on writing projects. Older students share their work and help younger students create their work.

Note: Please delete or add rows as necessary.

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Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Writing Rubrics	Students in Gr. 2 – 5 each semester	Coach (Terri Ondersin)	Teachers will be able to differentiate instruction based on the writing assessments of the individual students.
Authors Chair	All Students	Teachers	Teachers will be able to see which students are having difficulty writing stories of their own and the quality of the work. Help will be given students who need it.
Teacher collaboration	All students, but particularly those who are close to standard	Teachers, Coach (Terri Ondersin), Principal (Susan McCloskey)	Teachers will meet monthly to discuss writing samples of students using writing rubrics. Ideas and suggestions will be shared with colleagues.

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>	
GLAD Trainings	Available to all staff	District offers GLAD trainings periodically throughout the year—the two day training is scheduled for 1/12 & 1/13/09	GLAD supports writing strategies for Bilingual students, but is applicable to all students.

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PD Opportunity	Participants	Timing, Frequency & Duration	Description
District Writing PD	Available to all staff	District offers several writing workshops throughout the school year. Our 5 th grade teachers will be attending the Civics PD on 10/5/08.	Writing classes are offered in science, literacy and social studies.

Note: Please delete or add rows as necessary

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>
Some classrooms invite parents for poetry readings and story sharing.	<ul style="list-style-type: none"> All parents with particular emphasis on bilingual families 	October, 2008- May, 2009	Classroom teachers	Parents are invited to a Poetry Day of Story Sharing Day at school. Our FSW will specifically target bilingual families and help them with transportation if needed.
Peace Assemblies to share student writings with parents.	<ul style="list-style-type: none"> All parents 	October, 2008 – May, 2009	Classrooms each take responsibility for one assembly.	Parents are invited to our monthly Peace Assemblies. At these assemblies, students often share their writing work with the audience.
Class Newsletters to increase/improve school/family communications.	<ul style="list-style-type: none"> All families 	September, 20008 – June, 2009	Classroom Teachers	Gr. 2 – 5 students send home letters as to what is going on at school. Letters will include student writings.

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 CLIMATE

Lead Responsibility:

Principal and teachers

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

Our Black students will score us at 3.0 or above on the Classroom Management item: “ My teacher keeps control of the classroom without embarrassing anyone” on the Spring, 2009 Student Climate Survey as evidenced on the data we receive in August, 2009, up from 2.85 in 2008.

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>
Discussions at staff meetings to increase staff's cultural competency through peer sharing of successes.	<ul style="list-style-type: none"> All students, but particularly our African American students. 	August, 2008 – June, 2009	Principal (Susan McCloskey)	On the agenda at each staff meeting will be school climate. Staff will share successes on promoting positive school climate in the classroom.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Read <u>The Geranium on the Windowsill Just Died, but Teacher, You Went Right On</u> at staff meeting to increase staff skills in developing strong relationships with students.	<ul style="list-style-type: none"> All students 	October, 2008	Principal (Susan McCloskey)	Principal will use docucamera to read the book. It focuses on the feelings of students.
Staff reads <u>What Do You Do With a Child Like This?</u> by L. Tobin to increase staff skills in developing strong relationships with students.	<ul style="list-style-type: none"> All students, but particularly our African American students 	October, 2008 – January, 2009	Principal (Susan McCloskey)	As a staff, we read an educational book each year. This year we will focus on the feelings of students. All staff will read the book and have a staff discussion in January.
Special Needs teacher will work with individual students on self-esteem and confidence.	<ul style="list-style-type: none"> Those students who lack self-esteem 	September, 2008 – June, 2009	.4 Special Needs Teacher (Gary Jennings)	Special needs teacher will meet regularly with those students whose parents and teachers express concerns about their esteem and confidence.

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>
Student Survey	Gr. 3 – 5 students	Classroom teachers	We will see if we have made growth in the school climate area that we are focusing on.
Student/Parent feedback	All students	Principal (Susan McCloskey)	Principal will share any concerns that students or parents have about classroom climate with the individual teacher involved. Principal will do follow up calls to see if climate has improved.

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>	
District PD on classroom management	Available to all staff	Throughout the school year, the district offers classes on positive classroom management.	The classroom management courses focus on disciplining students without humiliating or embarrassing them.
Puget Sound ESD PD classes on positive management	Available to all staff	Throughout the school year, our Puget Sound ESD offers classes on positive classroom management.	The classroom management courses focus on disciplining students without humiliating or embarrassing them.

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>
Improve parent/student relationships using parent input.	<ul style="list-style-type: none"> All families Improve parent/student relationships using parent input. 	September, 2008- June, 2009	Principal (Susan McCloskey)	Principal will keep track of parents concerns and check with them on our progress.
Improve parent/student relationships using parent input.	<ul style="list-style-type: none"> Families with children who have low self-esteem. 	September, 2008- June, 2009	Principal .4 Special Needs Teacher (Gary Jennings)	Principal who refer students who need a boost in self-esteem to special needs teacher.

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>
Literacy	We will continue to have 80% of our students reaching standard on the 4 th & 5 th Grade WASL assessments given in Spring, 2009	School wide Literature Circles will be done in Fall and Winter. Small groups of students will meet with facilitator once a week for 3 -4 weeks and focus on a particular book. Book Fairs will be held in Fall and Spring in our library. These Fairs will coincide with Family Dinners so all families will have the opportunity to attend. Book Reading Buddies sessions will be held weekly matching older students with younger students.
Science	60% of our 5 th grade students will reach standards on the Spring, 2009 WASL assessment.	5 th grade students will participate in National Sally Ride Toy Invention with the intent of returning to San Diego for the finals. Classrooms will take advantage of the Pacific Science Center and Woodland Park Zoo by taking field trips or having these organizations come to B.F. Day. School wide Pacific Science Center day on January 22, 2009 at B.F. Day focusing on space. Students in Gr. 4 & 5 attend Olympic Park Institute Science outdoor ed program in October, 2008. An OPI rep continues to work with classes throughout the year. Salmon in the Classroom unit for Gr. 5 students will be done with both 5 th grade classes.

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Implement MAP Pilot program with grades K - 5	\$1200	Y	School Budget unless MAP covers cost	none
Math	Title teachers works with small groups of students on math skills	\$80,000	Y	School Budget	none
Math	After school tutoring program on Tuesdays and Thursday October through April	\$20,000	Y	Windermere grant Various donations generated from FSW B.F. Foundation account at Alliance for Education	none
Math	Advanced Math class held after school January – April	\$2000	Y	B.F. Day PTSA	none
Math	Family Dinners held three – four times per year	\$3000	Y	University House at Wallingford	none

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
Writing	Staff attend GLAD trainings	\$2000, unless district pays	Y	Donation from parent for staff development	none
School Climate	Purchase book: <u>What Do You Do with a Child Like This?</u> for staff	\$500	Y	B.F. Foundation account at Alliance for Education	none
School Climate	Special needs teacher works with individual students.	.4 teacher	Y	School budget (waiver for .5 counseling position)	none
School Climate	Staff attend Puget Sound ESD workshops on positive discipline	\$1000	Y	Donation from parent for staff development	none

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
University House at Wallingford	They pay for out Family Dinners through a donation	August, 2008	\$3000	University House at Wallingford	7 years
Windermere Realty	They donate every year to B.F. Day for various projects including Olympic Park Institute Science Outdoor Ed program.	August, 2008	\$6000	Windermere Realty	8 years
Fremont Rotary Club	Money is donated for targeted project (after school tutoring this year) from proceeds from a Fremont Moisture Festival performance	May, 2009	\$1500	Fremont Moisture Festival	4 years
University Kiwanis Club	K-Kids Club held monthly after school for build leadership skills and community service in students.	Monthly during school year		University Kiwanis Club	2 years