

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Dearborn Park Elementary

Ellen Punyon, Principal

September 2008



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### Revision History

Revision Number	Date	Comments
Revision 1	October 31, 2008	Edits by Office of School Improvement
Revision 2	November 24, 2008	Edits by Office of School Improvement
Revision 3	December 2, 2008	C-SIP Peer Reviews
Revision 4	December 5, 2008	Edits by Office of School Improvement
Revision 5	January 12, 2009	School Principal

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

## SECTION 1: SCHOOL OVERVIEW

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### 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.*

Mission: Creating an exciting, safe learning community where children are engaged in their learning, have pride in their school, are kind and respectful, and celebrate our diversity. Upon leaving Dearborn Park, students will have strong academic skills; good problem-solving skills; a commitment to creating safe, supportive communities; and the ability to take personal responsibility for their actions.

Vision: A community with high expectations and high academic achievement

Theory of Action: Improving the instructional capacity (professional development) of the staff is a means of improving student achievement

### 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	Third and fourth grade reading comprehension of informational text was the weakest area of reading comprehension on the 2008 WASL.	We will use a variety of strategies and extended learning time to address these students’ skills in reading informational texts.
2	Third and fourth grade students scored low on the 2008 WASL in a variety of math strands: measurement, number sense, solves problems, and communicating understanding.	We will use a variety of strategies and extended learning time to address these students’ skills in mathematics.
3	Students have consistently tested low on writing assessments.	We will have a school-wide writing program with a focus on scientific and expository writing.

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

## SECTION 1: SCHOOL OVERVIEW

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Insight		How is this insight addressed in our C-SIP?
<b>4</b>	According to the 2008 Student Survey, African American students felt that teachers did not manage their classrooms without embarrassing students.	We will focus on creating a positive school climate for all students through staff trainings, implementing and assessing equitable discipline approaches, and positive reinforcements for students.

*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
Reading	Low WASL and DRA scores	Dearborn Park Elementary had 48 students on Level 2 in reading on the 2008 3 <sup>rd</sup> and 4 <sup>th</sup> grade WASL. 70% of those students (33 students) will meet or exceed the standards on the 2009 4 <sup>th</sup> and 5 <sup>th</sup> grade Reading WASL.
Math	Low WASL scores	Dearborn Park Elementary had 79 students on Level 2 in Number Sense on the 2008 Math WASL. 50% of those students (39 students) will meet or exceed the standards on the 2009 4 <sup>th</sup> and 5 <sup>th</sup> grade Number Sense Strand of the 2009 Math WASL.
Writing	WASL scores, teacher recommendations	Dearborn Park Elementary will have 75% of its grade 1-5 students write expository pieces to standard using OSPI's rubric as indicated through quarterly school-wide assessments.
Positive Climate	Low score on student climate survey	Dearborn Park Elementary will increase from 2.8 to 3.2 on a 5.0 scale the number of students who respond positively to question number 2 under "Classroom Management" on the 2009 Student Climate Survey.

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

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### **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 reading goals support the district strategic plan goal of all students reading at or above grade level by the end of fourth grade.

### **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?*

Meet in various teams (data, grade level, building leadership, assessment, etc.) to collaborate and examine student work, assessment and climate data, lesson plans, etc.

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

## SECTION 1: SCHOOL OVERVIEW

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

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

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

## SECTION 1: SCHOOL OVERVIEW

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### 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"> <li>• Our school's Building Leadership Team (BLT) includes: 4 Teachers representing the following groups – 1 Primary, 1 Intermediate, 1 Specialist, 1 Member at Large. Additionally our BLT includes – 1 Principal, 1 Parapro &amp; 1 SAEOP.</li> <li>• Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; 4 parents serve on BLT.</li> <li>• Our C-SIP was presented at the October PTA meeting and their input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: SCHOOL OVERVIEW

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

### 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.

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

## SECTION 1: SCHOOL OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (Black, Special Ed, Low Income) and Math (Black, Special Ed, Low Income) for two or more years in a row. So, we are identified as a "School in Improvement" in Step 1.

### Title I status

This school receives Title I funds.

### 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 our August retreat and at an October 1, 2008 staff meeting 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 August 25, 2008 and at Data Team meetings during the week of October 6-10, 2008.. Initial data was shared with parents on September 11, 2008.
2	What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> <li>• 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 25, 2008..</li> <li>• We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 26, 2008.</li> <li>• 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.</li> <li>• We are extending the school day through before and after school for homework help and tutoring.</li> </ul>
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.

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

## SECTION 1: SCHOOL OVERVIEW

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	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"> <li>• 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.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>
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"> <li>• We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school in January. We also participate in regional events for pre-schoolers and their families to be prepared for school. These occur in February.</li> <li>• We have the middle school counselors visit our school in the Spring to provide students with some insight as to how they will transition from elementary school to middle school.</li> <li>• We publish the middle school tours schedule in our news letter and remind our parents to take advantage of the open enrollment process.</li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 Below.

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

## SECTION 1: SCHOOL OVERVIEW

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### School improvement process as a result of AYP Status

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

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Reading

**Lead Responsibility:** Literacy Coach

**S.M.A.R.T. Goal:** Dearborn Park Elementary had 48 students on Level 2 in reading on the 2008 3<sup>rd</sup> and 4<sup>th</sup> grade WASL. 70% of those students (33 students) will meet or exceed the standards on the 2009 4<sup>th</sup> and 5<sup>th</sup> grade Reading 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>
Use Read Naturally to increase fluency	<ul style="list-style-type: none"> <li>• 30 Level 2 students</li> </ul>	All year	Classroom Teachers and Literacy coach	Students will be reading aloud individually and in small groups with adults
Be intentional of integrating and teaching reading across content areas	<ul style="list-style-type: none"> <li>• Identified Students</li> <li>• Who are they?</li> </ul>	All Year	Classroom Teachers and Specialists	Teachers will incorporate reading into all academic areas through shared reading, read aloud, and meta-cognitive strategies
Read the sub-headings, questions, and answer choices before reading the text to clarify meaning	<ul style="list-style-type: none"> <li>• Identified Students through September assessments.</li> </ul>	All Year	Classroom Teachers	Teachers will teach this specific strategy throughout the year and provide released WASL items as practice pieces

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Individualized Instruction through tutoring	• Level 1 and 2 Students	All Year	Literacy Coach	<ul style="list-style-type: none"> <li>- City year volunteers, Washington Reading Corps, Instructional Assistants</li> <li>- Before, during, and after school</li> </ul>
Individualized instruction through LAP plans.	Level 1 and 2 Students	All year	Literacy Coach	Identify students and create individualized LAP plans for each student
Provide Guided Reading groups and Independent Reading daily in all classrooms	All students	January-end of year	Literacy Coach	Teachers will attend a weekly staff meeting to gain one skill per week to integrate into their reading instruction. They will experiment with the new skill for a week as a way to begin to use it regularly in their reading plan.

**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>
Read Naturally	Level 2 and DRA below standard students, monthly	Classroom Teachers	Students will work until they have met their goals of an increase of words per minute read fluently as measured by a fluency assessment
WASL Released Items, sample texts	Levels 1 and 2, periodically	Classroom Teachers	Identify specific areas of confusion from the WASL released items and teach to those areas

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

## SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Classroom Observation	Levels 1&2 daily	Classroom Teachers	Teachers will meet daily in Guided Reading groups with Level 1 and 2 students to focus on skills and assess 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>	
Data teams	Grade level data teams	Monthly	Data teams will learn how to better analyze reading data related to fluency and questioning to improve instruction
Training in "Read Naturally"	All who work with literacy	Monthly Staff Meetings	Staff currently untrained in the "Read Naturally" program will receive training
Effectively implement balanced literacy program	All Staff	Monthly at staff and team meetings; Weekly during January, February and March	Analyze student work. Observe and implement guided reading, shared reading, and read a loud; <a href="#">A 3 month plan to implement guided reading and independent/station work is being developed so all teachers have the support they need to transition to this part of a balanced literacy program.</a>

**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?*

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

### SECTION 2: MAJOR FOCUS AREAS

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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>
Host Family Literacy Nights	<ul style="list-style-type: none"> <li>• Families of Levels 1 and 2</li> </ul>	Twice during the year	Literacy Coach	Book fairs, open houses, gallery walks for students to show their work and teachers to explain how parents can help their children at home
Hold Parent/Teacher Conference	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	Once during the year	Classroom Teachers	Parents and teachers meet to confer with one another regarding the child's progress
Exchange Weekly reading log between teacher and parents	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	Weekly	Classroom Teachers	Teachers and parents will monitor child's progress on a weekly reading log
Write School newsletter – Reading piece	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	Bi-Monthly	Literacy Coach	Teachers give articles to principal, students can earn 'Class Free Dress Day'

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #2: Math

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**Lead Responsibility:** Math Coach

**S.M.A.R.T. Goal:** Dearborn Park Elementary had 79 students on Level 2 in Number Sense on the 2008 Math WASL. 50% of those students (39 students) will meet or exceed the standards on the 2009 4<sup>th</sup> and 5<sup>th</sup> grade Number Sense Strand of the 2009 Math 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>
Individualized instruction through tutoring	<ul style="list-style-type: none"> <li>All Level 1 and 2 Students</li> </ul>	All Year	Math Coach	<ul style="list-style-type: none"> <li>- City year volunteers, Washington Reading Corps, Instructional Assistants</li> <li>- Before, during, and after school</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Individualized instruction through LAP/SLP plans.	Level 1 and 2 Students	All year	Math Coach	Identify students and create individualized LAP plans for each student
Review student work from unit post tests and re-teach as needed	<ul style="list-style-type: none"> <li>• Level 1 and 2 Students</li> </ul>	All Year	Classroom Teachers	Teachers meet in Data Teams to discuss student work and review test data. Students will be identified who need extra instruction and teachers will plan together to facilitate it.
Small Group Instruction	Level 1 and 2 Students	As needed	Math Coach	Students will participate in a variety of small group activities during the school day and after school.

**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>
Progress Checks	All Students, Every Unit	Classroom Teachers	Information from the exams will be used to guide the instruction on and monitor student progress
District Tests	All Students, 3 times a year	Math Coach	Information from the exams will be used to guide the instruction on and monitor student progress
RSA	2-3 x per week	Classroom Teachers	Information observed will be used to guide the instruction on and monitor student progress

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Data teams	Grade level data teams	Monthly	Data teams will better learn to analyze math data from the Everyday Math curriculum
Grade-level Coaching	All Staff	Monthly at staff and team meetings	Analyze student work and use results to guide instruction

**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</i>	<i>Who is responsible for carrying out this</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
		<i>school?</i>	<i>strategy?</i>	
Host Family Math Night	<ul style="list-style-type: none"> <li>• Families of Level 1 and Level 2 Student</li> </ul>	Twice during the year	Math Coach	Math fairs, open houses, gallery walks for students to show their work and teachers to explain how parents can help their children at home
Hold Parent/Teacher Conference	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	Twice during the year	Classroom Teachers	Parents and teacher meet to confer with one another regarding the child's progress
Play Math games at home	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	Bi-Monthly	Classroom Teachers	Parents will play math games with their children at home to improve the student's mathematical literacy
Send home Everyday Math Parent Letters	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	Monthly – by unit	Classroom Teachers	Classroom teachers will send home the unit letters from the Everyday Math Curriculum to enable parents to better assist their child with mathematics at home

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #3: Writing

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**Lead Responsibility:** Literacy Coach

**S.M.A.R.T. Goal:** Dearborn Park Elementary will have 75% of its grades 1-5 students write expository pieces to standard using OSPI’s rubric as indicated through quarterly school-wide assessments.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement Weekly science journaling	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	All Year	Classroom Teachers	Students will reflect their learnings and understandings in a science journal

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

## SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Utilize WASL release items (Writing in Science) to increase science writing skills	<ul style="list-style-type: none"> <li>All Students</li> </ul>	All Year	Classroom Teachers	Students will practice lab write-ups and the scientific method using WASL release items
Use School-wide Expository Writing Prompts to increase student writing skills	<ul style="list-style-type: none"> <li>All Students</li> </ul>	Quarterly	Classroom Teachers	Students will use quarterly prompts to write expository pieces using the Six Traits Method and OSPI rubrics

**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>
WASL	All Students	Classroom Teachers	Information from the exams will be used to guide the instruction and monitor student progress
Rubric for science writing – Scientific Method	All Students	Classroom Teachers	Students will develop a more thorough understanding of the scientific method
WASL release items	All Students	Classroom Teachers	Identify released writing prompts from the WASL and teach how to respond to them

**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
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2008-10 Continuous School Improvement Plan  
 Dearborn Park Elementary  
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## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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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>	
How to design writing prompts across the curriculum	All Staff and district resources	Monthly Staff meetings	Staff will collaborate and have in-service training on writing curriculum
Scoring writing samples	Classroom Teachers and Coaches	Monthly Team meetings	Staff will meet to align scoring standards and score student work together

**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>
Host Family Science Fair Night	<ul style="list-style-type: none"> <li>Families of Level 1 and Level 2 Students</li> </ul>	Twice during the year	Science Coach	Science fairs, open houses, gallery walks for students to show their work and teachers to explain how parents can help their children at home
Host Young Author's Conference	<ul style="list-style-type: none"> <li>All families</li> </ul>	May 2009	Staff Committee	Students will write 1-2 pieces of writing and gather in groups to share with others

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #4: Positive School Climate

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Lead Responsibility:

Head Teacher

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

Dearborn Park Elementary will increase from 2.8 to 3.2 on a 5.0 scale the number of students who respond positively to question number 2 under "Classroom Management" on the 2009 Student Climate Survey.

#### 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.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Implement Love and Logic strategies for management	<ul style="list-style-type: none"> <li>All Students, but will target African-American students</li> </ul>	All Year	Counselor and Head Teacher	Faculty will use love and logic strategies to treat all students equitably
Conduct Regular Discipline Team meetings	<ul style="list-style-type: none"> <li>All Students, but will target African-American students</li> </ul>	All Year	Head Teacher	Review data and implement effective discipline techniques for all students.
Implement Dynamic Dragons program for student recognition	<ul style="list-style-type: none"> <li>All students</li> </ul>	All Year	Head Teacher	Faculty will publicly recognize at Monday Morning Meetings all students who have demonstrated exemplary behaviors

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>
District Student Climate Survey	All Students	Head Teacher	All areas will reflect a score of 3.30 or higher
Reduce Discipline referrals – Fewer conflicts on the playground	All Students	Head Teacher	Monitor data monthly
Climate Surveys	All Students	Counselor	Quarterly surveys using “Love and Logic” strategies will be administered to all students

Note: Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>	
Love and Logic	All Staff	Staff meetings, After school class	Weekly Tip for staff on email After school class for teachers Updates at staff meetings
Equity Training	All Staff	Staff Meetings	Continuous discussion; application and self reflection regarding equity issues

### 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>
Teach a Love and Logic Parent Class	<ul style="list-style-type: none"> <li>• Any interested parents – Target parents of disciplined students</li> </ul>	Spring	Counselor	Counselor will teach a parenting love and logic class
Increased communication to parents about positive behavior	<ul style="list-style-type: none"> <li>• All</li> </ul>	All Year	Classroom teachers	Phone call, email, or other communications to parents once a week to accent the positive - challenge to do this daily

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 2: MAJOR FOCUS AREAS**

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

### SECTION 3: OTHER AREAS OF FOCUS

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#### 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.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<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>
Family Involvement	Increase parent involvement in homework assistance, evening events and volunteering	Family School Partnership Committee will organize the Family Nights with staff. Single language meetings will be organized or translations will be available. ESL Class-including a component on helping students with their homework. Love and Logic classes
Personal Safety	Increase student sense of responsibility for their own and others' safety.	Steps to Respect, Second Step, Student Council, Monday Morning Assemblies
Science	Increase students' ability to meet the science standards and write about the scientific process.	Each class is committed to teaching the 3 units of science. Writing in science and science journaling will be emphasized.

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

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 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	Individual Tutoring During and After-school	\$7,500	Y	Title 1	None
Math	Individual Tutoring During and after-school	\$7,500	Y	Title 1	None
Reading and Math	After-school Transportation for tutoring	\$10,000	Y	Title 1	None
School Environment	Using Love and Logic	\$5000	Y	School Improvement	None

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

### SECTION 5: SCHOOL PARTNERSHIPS

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#### 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
City Year	Tutoring before, during and after school	Monday- Thursday	?	WA. Mutual Bank	1 school year
Chinese Alliance Church	Tutoring after school	1-2 days per week	None	None	School year
Explorations in Mathematics	After-school math program	1 day per week	None	None	School year