

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Dunlap Elementary School

Greg Imel, Principal

September 30, 2008



TABLE OF CONTENTS

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

Revision History

Revision Number	Date	Comments
Revision 1	November 7, 2008	Edits by Office of School Improvement
Revision 2	November 26, 2008	Edits by Office of School Improvement
Revision 3	December 2, 2008	Edits by Office of School Improvement
Revision 4	December 2, 2008	C-SIP Peer Reviews
Revision 5	January 12, 2009	Edits by Office of School Improvement
Revision 6	January 15, 2009	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 is 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.

The Dunlap School Community collaborates and takes responsibility for the academic and social success of all students in becoming readers, writers, and mathematicians, who are life-long learners ready for college and work. We provide a safe, positive learning environment where our diversity is respected and acknowledged. Our theory of action is that the quality of instruction and focused intervention defines the rate and quality of 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	<p>We did not meet AYP targets based on our 2008 WASL scores in mathematics. <u>34</u> students in 3rd, 4th, and 5th grade were at level 2. <u>60</u> students scored at level 1.</p> <ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal to increase the percentage of students meeting math standard to AYP target of 64.9%. • In order to meet this goal, the 38, 4th and 5th grade, Level I students will receive math tutoring either during the school day or in after school programs including from the East African Community Services. • In addition, all students will receive additional instructional time in math through 90 minute blocks.
2	<p>We did not meet AYP targets based on our 2008 WASL scores in reading. <u>37</u> students in 3rd, 4th and 5th grade level 2. <u>23</u> students scored at level 1. DRA scores indicate that <u>18</u></p> <ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal to increase the percentage of students meeting math standards to AYP targets of 76.1%. • In order to meet this goal, the 14, Level I, 4th and 5th grade students will receive 30 minutes of additional reading instruction per day using the Read Naturally program. • The 25 Level II fourth and fifth grade students will participate in the after school Reading Leaders program or in the Voyager Passport program. • The 5, 3rd grade students who did not meet reading standard in 2nd grade will participate in the after

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	students in our current 2 nd grade and 5 students of our current 3 rd grade did not meet reading standard.	<p>school Team Read program.</p> <ul style="list-style-type: none"> All students K-5 will participate in 90 minute literacy blocks of balance reading instruction.
3	Based on our 2008 WASL results, 18 fourth graders did not meet standard in writing.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase the percentage of 4th grade students meeting writing standard from 57.5% to 70%. All students will continue to develop their writing skills through the Writer's Workshop format (mini-lessons, shared and independent writing, conferring and author's chair.) Powerful Writers professional development and support is available to all teachers.

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	A high percentage of students that have scored Level 1 and 2 on the math WASL.	Increase the percentage of students meeting math standard in 3 rd , 4 th , and 5 th grade to 64.9% on the WASL. This includes moving 21 students to level 3 and moving 38, 4 th and 5 th grade students, out of level 1.
Reading	Many students are very close to meeting reading standards at Level 2 but have not yet met standard according to the DRA and WASL.	Increase the percentage of students meeting reading standard on the WASL to AYP target of 76.1%. This includes moving 5 third grade students and 25 fourth grade students to level 3.
Writing	Writing scores according to the 4 th grade WASL have been the strongest the past three years however 42.5% of students have not met standard in this area.	Increase the percentage of 4 th grade students meeting writing standard to 70% on the 2009 WASL.

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Family Engagement	Engaging families in the educational goals for students will increase likelihood of academic success.	School staff will make home visits/ connections to families to 90 % of families in the first two months of school.

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.

- Math: By increasing the percentage of students meeting math standard to 64.9%, Dunlap will contribute to the district’s target of 80% of seventh grade students meeting math standard over the next 5 years.
- Reading: By increasing the percentage of students meeting reading standard to 76.1%, Dunlap will contribute to the district’s target of 88% of third grade students meeting reading standards over the next 5 years.
- Writing: By increasing the percentage of students meeting the writing standard to 70%, Dunlap will contribute to the district’s goal of providing a balanced literacy program to ensure that all students become critical readers and writers, motivated to read and write throughout their lives.
- Family Engagement: By increasing family engagement in our school, we will support the district’s vision of the whole community engaged as partners in supporting and strengthening the school system. This work supports the goal in the Strategic Plan to engage our families more often and more effectively.

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?

Dunlap School is part of the collaborative Flight I Schools initiative. We receive funds for home visits and professional development, specifically used for Math professional development and collaboration with other area schools. Flight Schools has also supported Data Teams. We are also a part of the city funded Family and Community Partnerships project which provides support to our school through Community based partnerships and school wide evening family events meant to expand family engagement and ultimately student academic achievement. All instructional practices and policies are viewed with a lens of cultural competence to assure all students and families find meaning and see themselves all aspects of our school.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> Our school's Building Leadership Team (BLT) includes 7 Teachers Grades K-5, 1 ELL Teacher, 1 Librarian, 1 VISTA member, 1 ELL Parapro and 1 Principal. 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.
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> C-SIP goals/strategies/activities include input from BLT; 2 seats are designated for parents to serve on BLT. 2 parents serve on the Family Engagement Action Team and have participated in C-SIP planning/ and the Family Engagement Plan at this time. More volunteers are always welcome. Feedback from families on the C-SIP and Family Engagement Plan is incorporated into C-SIP plan. Our C-SIP was presented at Open House/ Curriculum night on October 8, 2008 and their input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary 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. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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"> • 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.

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

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 (All, Black, Limited English, Low Income) and Math (All, Black, Limited English, 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 Grade-Level Team (GLT) meetings (9/24,10/15, 12/3,1/17,2/11,3/18,4/29,5/13,6/3) and in our Building Leadership Team (BLT) (10/1,11/5,12/10,1/21,2/25 ,3/25,4/22)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 (9/24,9/29,10/8,10/15)
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 (9/24,9/29,10/8,10/15) • We created a master schedule to maximize available student learning time especially in literacy and mathematics on (9/24,9/29) • 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.

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

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?	<p>We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school on (2/5).</p> <p>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.</p>
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: **Mathematics**

Lead Responsibility: Principal/Math Teacher Leader/Math Coach

S.M.A.R.T. Goal: Increase the percentage of students meeting math standard to AYP target of 64.9% on the 2009 Math WASL. (up from 55.4% in 3rd grade, 28.6% in 4th grade, and 37.9% in 5th grade)
 This includes moving 21 students to level 3 and moving 38, 4th and 5th grade students, out of level 1.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Pacing math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> All students K-5 	Daily	Principal	Staff K-5 will be expected to plan and implement math instruction/assessment in accordance to the EDM Pacing Guide.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Collaborative analysis of student work, instructional practice, and assessment data for the purpose of focusing and accelerating math achievement.	<ul style="list-style-type: none"> All students K-5 	2 x monthly	Greg Imel, Data team leaders, and Math leaders	Data Teams and Flight Schools: Collaborative teams who set improvement goals and collect and analyze student achievement data to monitor those goals
Identify L2 (or below) in order to provide double dose of EDM instruction	<ul style="list-style-type: none"> 4th-5th grade L2 (or below) students 	4 x week	Math leader & Math coach	Small group tutoring (1:5 ratio): Remedial tutoring provided to L2 students (or below). Tutors provide extra practice and additional EDM instruction.
Identify L2 (or below) in order to provide and extended day experience in Math (either WASL prep or after school tutoring in Math)	<ul style="list-style-type: none"> 2nd-5th grade L2 (or below) students 	4 x week	Greg Imel, Carol Wentz,	East African Community Services and Project EXCEL: After school Math tutoring services and district sponsored WASL prep.
Implement First Move chess curriculum to support math concepts and thinking skills	<ul style="list-style-type: none"> 2nd and 3rd graders 	1 x week	2 nd and 3 rd grade teachers	America's Foundation for Chess: First Move program trains teachers to teach chess curriculum to all students during school day.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math Assessments	Students in 1 st -5 th grade will take the Beginning, Mid-year, and End of the Year Assessments.	Xanasha Rose and all 1 st -5 th grade teachers	Teachers will use the district assessment information to develop group and individual intervention plans and for differentiating instruction in the classroom.
EDM End of the Unit Tests	All students 1-5 will take each EDM end of the unit test throughout the academic year.	Classroom teachers 1-5	Teachers will use the EDM assessments to monitor student achievement and to adjust instruction, including re-teaching using different strategies.
WASL	Grades 3-5	Xanasha Rose	The Washington Assessment of Student Learning provides individual assessment data as well as school-wide academic achievement trends for programmatic and specific individual interventions.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Data Teams	Grade Level teams	1-2 x monthly	Collaboration of classroom teachers to analyze student data, identify instructional change, new strategies tried, to assure the academic success of all students in Math.
Flight Schools teams with partner schools	Emerson and Dunlap staffs	4 x per year	Teachers will collaborate with partner schools to implement a new math curriculum and develop strong instructional practices in its implementation. Flight Schools also supports PD Learning walks between partner schools.
EDM and Singapore Math trainings	Dunlap staff	As offered by Seattle Schools Math Department	Initial use and continued EDM and Singapore Math workshops offered by Seattle Schools.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Communicate regularly with families through the EDM family letter and Home Study links.	<ul style="list-style-type: none"> All families K-5 	1 x per unit/ Family Letter 1 x weekly/ Study link	Classroom teachers	Family Letter - Regular written communication describing math content, lesson goals and ideas for home math support. Home Link – Weekly homework designed to invite family support and expanded student learning
Celebrate and enrich school-wide math culture through Family Math Night	<ul style="list-style-type: none"> All families K-5 	1 x per year	Florida Taylor, Dunlap Parent Volunteer Coordinator	Multi-Cultural Family Math Night: Evening event designed to increase understanding, awareness, and enthusiasm for Math and how cultural heritages that have contributed to the field.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: **Reading**

Lead Responsibility:

Principal, Head Teacher

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

<p>Increase the percentage of students meeting reading standard on the WASL to AYP target of 76.1%. (up from 57.1% in 3rd grade, 68.1% in 4th grade, and 62.1% in 5th grade) This includes moving <u>5</u> third grade students and <u>25</u> fourth grade students to level 3.</p>
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Key Strategies to Support S.M.A.R.T Goal

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide comprehensive literacy program	<ul style="list-style-type: none"> • All students K-5 	Daily reading instruction.	Classroom teachers, ELL teachers, and Resource teacher	All classrooms will implement a Balanced Literacy Program including Guided Reading, Literature study, Interactive read aloud, Conferring, and Independent/ + Shared Reading.
Identify students below standard (DRA) for individual reading support.	<ul style="list-style-type: none"> • 1st-2nd grade who have not met Reading standard 	4 x week	Washington Reading Corps members	Sound Partners Tutoring: A 1:1 tutoring program During the school day which accelerates decoding, phonemic awareness, and phonics skills.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify students who are below standard (DRA)	<ul style="list-style-type: none"> • 2nd and 3rd grade students 	4 x week	Sawe Imani, Team Read coordinator	Team Read After School Tutoring Program: After school intervention providing one to one tutoring in the area of Reading from high school students.
Identify students in 4 th and 5 th grade meeting standard (L3) and above (L4) on WASL	<ul style="list-style-type: none"> • 4th and 5th grade students 	4 x week	Mary Bannister, Librarian teacher	Global Reading Challenge: The Global Reading Challenge is a Battle of the Books program for 4 th and 5 th graders enrolled in the Seattle Public Schools. The program encourages children to have fun and enjoy the sport of reading. After reading 10 books, children take part in a "Quiz Bowl" game to determine the winner for the city of Seattle.
Provide Library Resources to students and teachers	<ul style="list-style-type: none"> • All students PreK-5 	Daily	Mary Bannister, Librarian teacher	Increase school collection of library books: Focusing on multicultural and non-fiction volumes to support classroom instruction and student engagement.
Extend hours of reading practice with student mentor readers	<ul style="list-style-type: none"> • Identified 4th grade students (L2) AND 1ST graders 	2 x week	Carole Wente, ELL teacher	Reading Leaders: After school program where Fourth grade mentors read with first graders require more reading practice

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>
Developmental Reading Assessment	All students K-3	Classroom teachers	DRA provides data on student reading level, progress, and programmatic needs.
Classroom CBA's and other summative assessments	All students K-5	Classroom teachers	Who class assessments designed to provide teachers data around students' ability to read text accurately with comprehension.
WASL	3 rd -5 th grade students	Test Coordinator, Ms. Rose	The Washington Assessment of Student Learning provides student achievement data for individual student progress, grade level analysis, and to inform school wide programmatic needs.

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>	
English Language Learners strategies	Classroom teachers	Grade level team meetings with ELL teachers. 3 x annually	The ELL team lead will facilitate ongoing meetings with classroom teachers to problem solve and suggest effective techniques to teach ELL students

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>
Inform families of student learning goals and outcomes.	<ul style="list-style-type: none"> All families 	October 8, 2008	Principal/ Classroom teachers	Curriculum Night: Evening event to provide overview of classroom/ grade level academic goals for families children.
Encourage development of literacy at home and supporting a strong home/school connection	<ul style="list-style-type: none"> All families 	March 5 th , 2008	Florida Taylor, Parent Volunteer coordinator	Literacy Family Night: Evening event to promote reading and writing at home

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Principal, Head teacher, Powerful Writers

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

Increase the percentage of 4th grade students meeting writing standard from 57.9% to 70% on the 2009 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>
Implement the Writers Workshop format with consistency and rigor.	<ul style="list-style-type: none"> All students K-5 	Daily writers workshop	Classroom teachers	Standardize district adopted Writers workshop for all students using writing best practices including, Mini-Lesson, Shared/+ Independent writing, Conferring, and Author's Chair to support process writing.
Encourage students to see themselves as writers	<ul style="list-style-type: none"> All students K-5 	Daily and emphasized at special events	Powerful Writers, Classroom teachers	Starbuck evenings of student's reading their writings, Monday morning assembly student readings, Young Author's Celebration (June), Dunlap Poetry slam

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Extended opportunities for writing	<ul style="list-style-type: none"> • 4th and 5th grade students 	5 x week	Seattle SCORES Dunlap staff	Seattle SCORES (Writing, Soccer, and Community Service): Empowering children to change their world through writing, soccer, and community service.

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 summative assessments	All students 1 st -5 th (3 x year)	Classroom teachers	Three writing samples across the academic year to monitor progress of students, to inform instruction, differentiate mini lessons, and celebrate good writing.
WASL	4 th grade students	Ms. Rose, Test coordinator	The Washington Assessment of Student Learning provides student achievement data for individual student progress, grade level analysis, and to inform school wide programmatic needs.

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>	
Powerful Writers professional development	All classroom teachers	August 26, 2008 and ongoing throughout the year modeling and debriefing writing lessons and Writers Workshop format	Powerful Writers: professional development and support using Lucy Caulkins' <i>Units of Study</i> provided to all classroom teachers.
Writing workshops (Poetry)	Seattle SCORES Dunlap staff	3 x year	Ongoing professional development provided to writing coaches of Seattle SCORES program.

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>
Increased family participation at schools	<ul style="list-style-type: none"> • Families of 4th and 5th graders 	November 5, 2008	Greg Imel and Seattle SCORES staff	Seattle SCORES Seattle Schools Poetry Slam at Rainier Beach High School to support and encourage student writers and family engagement.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Family Engagement

Lead Responsibility:

Family Partnership Coordinator, Florida Taylor; Community Based Organization representative, Nafisco Samatar

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

Increase family engagement in our school, including the number of homes visited/ family contacts made, number of school events attended by families, and the number of families who attend parent- teacher conferences to 80%.

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>
Home visits/ family contacts	<ul style="list-style-type: none"> All students attending Flight School, Dunlap Elementary 	August, September, October 2008	Classroom teachers	Dunlap staff will visit homes of students/ make family contacts within the first two months of school to establish home/ school connection and encourage ongoing involvement in school.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Academic Family Events	<ul style="list-style-type: none"> All Dunlap students 	Curriculum Night (10/8/08), Multicultural Family Math Night (12/4/08), WASL Family Night (1/22/09), Literacy Family Night (3/5/09)	CBO representative, Nafisco Samatar and Family and Community Partnerships coordinator, Florida Taylor	Four annual family events with parent education components and celebrations of learning to encourage family involvement in school and to ultimately to promote readiness to learn and to improve student performance.
Coordinate communication and outreach strategies for Somali families	<ul style="list-style-type: none"> Somali/ refugee students 	90 minute a week	CBO representative from Refugee Women's Alliance, Nafisco Samatar	To facilitate a successful educational environment for all students.
Connect designated families to services (counseling, English classes, tutoring, health care, etc.) at REWA or other agencies.	<ul style="list-style-type: none"> Somali/ refugee students 	2 hours a week	CBO representative from Refugee Women's Alliance, Nafisco Samatar	Family and Community Partnerships project collaborates with Community based organization (CB0) which in this case is the Refugee Women's Alliance.
Communication with Families	<ul style="list-style-type: none"> All Dunlap students (families) 	Weekly	Greg Imel, principal	The principal sends home a weekly newsletter to all families. Bilingual paraprofessionals call families directly for important events.

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>
Home visit/ family contact Flight School logs	All Dunlap students	Dunlap staff	Staff documents family home visits/ contacts and turns in logs to principal and to the Flight Schools department to track participation.
Parent Home Visit surveys	All students	Dunlap staff	To determine effectiveness of home visits, Flight Schools ask for written feedback (translated) on the impact of visits.

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>	
Flight Schools cultural competency and Family Engagement PD	All Flight Schools staff members (Dunlap staff)	Annually, August 18 th and 19 th , 2008	Keynote speaker: Dr. Martha R. Bireda Family Engagement Planning: Bernardo Ruiz, facilitator

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>
Science	50% of 5 th graders will meet Science WASL standards in 2009.	In order to meet this goal teachers will recommit to the National Science Foundation, inquiry based science trainings to build teaching capacity in the area of Science.
Family Engagement	See Major Focus area # 4	Evening events, Community Based organization support (REWA), Family Partnership Coordinator support, Communication from school (newsletter and Math Home links).

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
Math	Identify L2 (or below) 4 th and 5 th grade students to provide extra dose of EDM instruction – Small group tutoring	.5 Math coach .2 Head teacher	Yes	Title I funds	
Math	Identify L2 (or below) students in order to provide an extended day experience of WASL preparation – Project Excel	\$5,000.	Yes	SSD	
Math	Identify L2 (or below) East African students to provide after school math tutoring – East African Community Services	\$3,000.	Yes	Refugee Impact grant	
Reading	Identify below standard students according to the DRA to provide individualized intervention – Sound Partners tutoring.	3 Americorps members + Sound Partners tutors (\$13,500./LAP) (5,000. /Title I)	Yes	Washington Reading Corps and LAP/ Title funds	
Reading	Identify below standard students in 2 nd and 3 rd grade for extended day tutoring – Team Read	\$30,000.	Yes	McCaw funds	
Reading	Identify below standard students in 4 th and 1 st grade – Reading Leaders	\$10,000.	Yes	McCaw funds	
Reading	Identify and purchase needed volumes in school library collection – Increase school collection of Non- Fiction and Multicultural titles	\$3,000.	Yes	Baseline	

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
Reading	Identify 4 th and 5 th graders who met or exceeded standard on the WASL – Global Reading Challenge	\$1,000. + librarian time	Yes	Seattle Public Libraries	
Writing	Professional Development by Powerful Writers to support writers workshop format and implementation – Powerful Writers	\$ 35,400. (\$15,000. Title I funds.) (\$20,400. Powerful Schools funds)	Yes	Title I Powerful Schools	
Writing	After school writing, soccer, community service for 36 fourth and fifth graders– Seattle SCORES program	\$67,000.	Yes	Seattle SCORES	
Family Engagement	Home visits/ family contacts from Dunlap School - Flight Schools	Stipends for staff	Yes	Flight Schools	
Family Engagement	Outreach strategies and family connections from Community Based Organization/ REWA (counseling, health care, tutoring, English classes for Somali families)	7 hours a week	Yes	CBO representative	
Family Engagement	Coordination and support for 3 annual academic Family events - Family Literacy Night, Multi-cultural Family Math Night, and WASL Family Night	15 hours a week	Yes	Family and Community Partnerships representative	

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
Seattle SCORES	After school writing, soccer, and community service program for thirty-eight 4 th and 5 th graders at Dunlap.	5 days a week (Fall and Spring) 2 days a week (Winter)	\$67,000. annually	Non profit agency, Seattle SCORES	2005 – 2009 (4years)
Refugee Women's Alliance (REWA)	REWA is a multi-ethnic, community-based organization that provides comprehensive services to refugee and immigrant women and families in the Puget Sound area.	7 hours a week of direct services	N/A	Family and Community Partnerships project	2000 - 2009
Seattle Public Library – Rainier Beach	Global Reading Challenge- during school day comprehension competition for 4 th and 5 th graders.	Fall	\$1,000 (est.)	Seattle Libraries	2005 - 2009
Blues In the Schools	During school enrichment activity, for selected fourth graders. (three week artist residency with well-known blues musicians, Curley Cooke and Annette Taborn.)	annually	\$4,000.	Blues in the Schools non- profit	2006 - 2009
East African Community Services	After school Math tutoring services for African students (1 st – 5 th)	2 days a week	(Refugee Impact grant)	N/A	2008-2009
Washington Reading Corps	Americorps and Vista members who support literacy development and activities.	Daily	Pay for 3 Americorps members and 1 VISTA member	State funded	2000 – 2009
American Foundation of Chess	First Move Chess curriculum, materials, and training for 2 nd and 3 rd grade teachers.	Weekly	N/A	Grant funded	2008-2009

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing <i>(when, how often)</i>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Team Read and Reading Leaders	After school tutoring program using high school students as tutors (Team Read). Intermediate students tutor first grade students. (Reading Leaders)	2 X week	\$40,000.	McCaw funds	Pre – 2000
Islandwood	Outdoor Environmental Center (camp) for intermediate students.	4 days annually	\$15,750.	Islandwood scholarships	2003-2009