

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Eckstein Middle School  
Kim D. Whitworth, Principal  
September 3, 2008



## TABLE OF CONTENTS

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- 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	August 20, 2008	
Revision 2	August 22, 2008	
Revision 3	August 26, 2008	
Revision 4	November 12, 2008	Edits by Office of School Improvement
Revision 5	December 4, 2008	C-SIP Peer Reviews
Revision 6	January 7, 2009	Edits by Office of School Improvement

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

## SECTION 1: 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.*

Eckstein is a community of life long learners working together to help students reach their full potential. Graduates are emotionally healthy, self-confident, resilient, and responsible world citizens ready for high school and beyond. By the time they leave Eckstein, all students will read, write and do math at standard or above. Every Student Achieving, Everyone Accountable.

### What have we learned from our data?

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

Insight		How is this insight addressed in our C-SIP?
1	Our WASL math scores have hit a plateau. Because of our diverse learning needs, we need to meet the needs of kids at level 1, 2, 3, and 4.	Goal 1 addresses the need to differentiate instruction in math classes to meet the needs of students in a full inclusion program. Teachers are participating in studio math classes and using high leverage instructional practices in their classrooms. We will also focus on literacy strategies to improve comprehension. Culturally competent teaching will be a focus in staff and house meetings so that teachers have opportunities to share strategies.
2	Reading and writing WASL scores have hit a plateau. We believe that literacy is a key component to success in other subject areas as indicated by assessments.	Goal 2 addresses our efforts to improve reading and writing. We will be looking at literacy strategies across the curriculum to address the various types of reading and writing we expect our kids to be able to do. Teachers will attend district professional development to add to their repertoire of instructional strategies.
3	Our WASL results indicate that critical thinking and interpretation is an area we need to address.	Goal 3 in the C-SIP plan focuses on science. Our science curriculum uses many of the math and literacy strategies and adds the components of critical thinking and interpretation. We believe using many of the strategies in math and literacy will provide a base for science classes to address higher order thinking.
4	Our staff and climate surveys indicate a need for students and staff to be	Goal 4 provides a guideline for increasing opportunities for staff, student, and parent communication and participation in school decisions.

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

## SECTION 1: OVERVIEW

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Insight	How is this insight addressed in our C-SIP?
well informed and participating in making building decisions.	

*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	The percentage of Level 2 students has been about the same since 2004.	Increase the percentage of 7 <sup>th</sup> grade students meeting math standard to 80% in 2009, up from 75% in 2008, including moving 30 students from Level 2 to Level 3 and 20 students from Level 1 to Level 2 on the Math WASL.
Literacy	We have more students who scored Level 2 on the Reading WASL than any other subject area. We have a higher percentage of students in the Level 2 category in Writing than the Level 1 category.	Increase the percentage of 7 <sup>th</sup> grade students meeting Reading standard to 85% in 2009 up from 77% in 2008, including moving 69 students from Level 2 to Level 3. Increase the percentage of 7 <sup>th</sup> grade students meeting Writing standard to 80% in 2009 up from 75% in 2008, including moving 7 students from Level 1 to Level 2 and 27 students from Level 2 to Level 3.
Science	The number of Level 1 students has stayed the same since 2004 and the number of Level 2 students has been declining. We are doing a better job with our Level 3 and 4 kids.	75 % of 8 <sup>th</sup> graders will meet Science WASL standards in 2009 up from 72% in 2008, including moving 20 students from Level 1 to Level 2 and 30 students from Level 2 to Level 3.
Climate	Students and staff who feel safe, respected, trusted, included, and involved are better able to focus on education.	At least 80% of the school community, including staff, students and families will feel safe, respected, trusted, included, and involved, as measured by formative and summative feedback including the staff and climate surveys administered in the Spring of 09.

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

## SECTION 1: OVERVIEW

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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.*

**Math:** By increasing the number of 7<sup>th</sup> grade students who meet WASL standards in math to 80%, our school will contribute to the district's student performance target of 80% of 7<sup>th</sup> graders meeting or exceeding math standards by 2012-2013, and the district's academic milestone of 7<sup>th</sup> graders being ready for Algebra by 8<sup>th</sup> grade.

**Literacy:** By increasing the percentage of 7<sup>th</sup> grade students who meet WASL standards in reading to 85%, our school will contribute to the district's academic milestone of 90% of 9<sup>th</sup> graders being ready for high school by 2012-13. By increasing the percentage of 7<sup>th</sup> grade students who meet WASL standards in writing to 80%, our school will contribute to the district's academic milestone of 75% of students graduate from high school in four years. Every student a reader, writer, and a mathematician.

**Science:** By increasing the percentage of 8<sup>th</sup> grade students who meet WASL standards in science to 75%, our school will contribute to the district's academic milestone of 75% of students graduate from high school in four years.

**Climate:** By increasing the number of community members who feel safe, respected, trusted, included, and involved to 80%, we will contribute to the district's vision of the whole community engaged as partners in supporting and strengthening the school system.

### 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?*

The school community is engaged in a number of school-wide initiatives to improve academic achievement for all our students:

- Aligning curriculum in Language Arts, Social Studies, math, and science to ensure equity for all students
- Differentiating instruction to meet the needs of students in a heterogeneous setting
- Increasing the level of rigor in all classes
- Implementing strategically aligned professional development for all staff
- Providing added support for struggling students
- Participating in the Northeast Seattle Coalition to Prevent Underage Drinking

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

## SECTION 1: 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: 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 Building Leadership Team (BLT) includes eight Certificated staff representatives (two Grade 6, two Grade 7, two Grade 8, one Special Ed, one ELL), two Classified staff members (Bilingual IA and Assistant Secretary), and Principal</li> <li>• Our BLT leads the process of comprehensive school review including studying data including 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. More volunteers are always welcome. Members of the BLT attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning.</li> <li>• C-SIP presented @ PTA Meeting with BLT representative on September 8 and October 13, 2008 and input included in C-SIP.</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.
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

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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>	<p>Central Office provides instructional / content coaches in academic areas of need.</p>
<p>How were parents notified of the school's Parent Policy?</p>	<p>In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.</p>
<p>What are the district's responsibilities in this process?</p>	<ul style="list-style-type: none"> <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: OVERVIEW

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### **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 (Limited English and Special Education) and Math (Limited English, Special Education, and Low Income). So, we are not identified as a "School in Improvement."

### **Title I status**

This school does not receive Title I funds.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #1: Math

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**Lead Responsibility:** Department Head/Math Coach/Kim Whitworth

**S.M.A.R.T. Goal:** Increase the percentage of 7<sup>th</sup> grade students meeting math standard to 80% in 2009, up from 75% in 2008, including moving 30 students from Level 2 to Level 3 and 20 students from Level 1 to Level 2 on the 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>
We will provide Small Group Interventions (WASL practice, computational skill development and problem solving techniques)	<ul style="list-style-type: none"> <li>• Gen Ed. students receiving a 1 or 2 on the math WASL</li> </ul>	08-09 School Year	Cindy Watters	Extended learning time in reading, writing, and math. Students will receive extra support during homeroom 5 days a week.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Make home visits to identified Level 1 and 2 students	<ul style="list-style-type: none"> <li>• Cohort families</li> </ul>	Fall Quarter	Watters, Cohort Teachers, Counselors, Administrators	During the first quarter all cohort students will receive a home visit from one of the cohort staff.
Out of School Time (OST) will be provided for extended learning opportunities.	<ul style="list-style-type: none"> <li>• Students receiving a 1 or 2 on the math WASL</li> </ul>	08-09 School Year	Kim Whitworth and teachers	Students will participate in an after school program to accelerate their academic achievement as measured by the WASL
Teachers will use high leverage instructional practices in all classrooms.	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	Teachers	Teachers will promote rich and engaging discourse, use public records (visible work), journal writes, write and post clear goals (including vocabulary), and press students for justification (rational) in class.
Teachers will scaffold lessons and provide multiple entry levels for students.	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	Teachers	Teachers will provide multiple layers to their instruction and assessment to meet the needs of all students in a heterogeneous classroom setting. Students will be able to enter lesson at their own level.
Teachers will use specific Reading Strategies embedded in all content area instruction (Such as Before, During, and After reading strategies). All homerooms will participate in Monday morning SSR	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	All Teachers	Teachers will consistently use Before, During, and After reading strategies to prepare learners for reading content and comprehension. Teachers will hold SSR on Mondays during homeroom.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Teachers will provide culturally competent instruction	<ul style="list-style-type: none"> <li>All students</li> </ul>	08-09 School Year	Teachers	Teachers will use instructional strategies that meet the needs of learners from diverse cultures. Material content will reflect the various cultures in our building. Instruction and student work will be varied to meet the need of multiple learners.

**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>
CMP2 unit assessments	All students in school	Teachers will administer assessments according to the district curriculum calendar and sending results to the central office. The district math director will be responsible for scoring and reporting results.	Teachers will use CMP2 assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
Formative assessments (exit tickets, observation, pre and post tests, etc.)	All students in school	Teachers will administer a variety of formative assessments each week.	Teachers will use formative assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
Pre and post tests	Students in OST and after school program	Kim Whitworth and teachers will administer a variety of pre and post tests.	Teachers will use pre tests to determine instructional needs for math and post tests to evaluate success.

## 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>	
Collaborative analysis of data	All math teachers by grade level.	1-hour a week, year round	Math teachers will meet to collaboratively analyze student data from the assessments listed above. Based on the data, teachers will develop action plans based on student skills in identified GLE areas, monitor student progress by skill, and develop lesson plans and strategies to be implemented the following week.
Culturally Competent Instruction	All Teachers	6 hour Tri-day training. Monthly follow-up at staff meetings	Teachers will work together to develop culturally competent lessons and share these at monthly staff meetings.
CMP2 Curriculum Training	All math teachers	2 times, four-hour trainings	District-sponsored CMP2 PD days

**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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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family math night to give parents tools to help their student with math.	<ul style="list-style-type: none"> <li>Students earning 1 or 2 on the WASL (All families invited)</li> </ul>	December 8, 2008	Kim Whitworth/ Math Teachers	The math department, in conjunction with the PTSA, will provide a family math night. This is an opportunity for parents to learn more about their child's math curriculum and ways they can support them at home.
Family – Teacher conferences will be held for students not meeting standard.	<ul style="list-style-type: none"> <li>Students who are below grade level in math</li> </ul>	At grade marking time	Counselors /Teachers	At the end of each quarter, counselors and teachers will meet with families of students who are not passing math.
We will communicate with students and families using The Source.	<ul style="list-style-type: none"> <li>All families</li> </ul>	Each week	Math Teachers	Teachers will update The Source a minimum of once a week.

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Literacy

**Lead Responsibility:**

Department Heads/Chris Cronas/Ron Timmons/Kim Whitworth

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

Increase the percentage of 7<sup>th</sup> grade students meeting Reading standard to 85% in 2009, up from 77% in 2008, including moving 69 students from Level 2 to Level 3.  
 Increase the percentage of 7<sup>th</sup> grade students meeting Writing standard to 80% in 2009, up from 75% in 2008, including moving 20 students from Level 2 to Level 3.

### 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>
Students will have guided choice in appropriate reading materials (based on reading level). Students will have multiple opportunities to write using their own experiences and at their own point of entry.	<ul style="list-style-type: none"> <li>All students</li> </ul>	08-09 School Year	Teachers	Teachers will provide reading (lit circles) and writing opportunities to meet the needs of all students in a heterogeneous classroom setting.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Teachers will develop full implementation of horizontally aligned balanced literacy curriculum. We will begin working on vertical alignment.	<ul style="list-style-type: none"> <li>All students</li> </ul>	By the end of the 2008-2009 school year	Humanities Coach/Humanities teachers	Teachers will align curriculum and assessments so that they can share knowledge and resources to improve student learning.
Teachers will provide culturally competent instruction	<ul style="list-style-type: none"> <li>All students</li> </ul>	08-09 School Year	Teachers	Teachers will use instructional strategies that meet the needs of learners from diverse cultures. Material content will reflect the various cultures in our building. Instruction and student work will be varied to meet the need of multiple learners.
Teachers will use high leverage instructional practices	<ul style="list-style-type: none"> <li>All students</li> </ul>	08-09 School Year	Humanities Teachers	Teachers will promote rich and engaging discourse, use public records (visible work), journal writes, write and post clear goals (including vocabulary), and press students for justification (rational) in class.
Students will be engaged in lit. circles/group learning, read-alouds, shared and independent reading. Routine use of WASL stem questions, reading rubric, and performance rubric.	<ul style="list-style-type: none"> <li>All students</li> </ul>	08-09 School Year	Humanities Teachers	Teachers will use literacy strategies to provide students with a variety of instructional and curriculum experiences. Many of these strategies are culturally competent and meant to engage a variety of learners.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Teachers will use specific Reading Strategies embedded in all content area instruction (Such as Before, During, and After reading strategies). All homerooms will participate in Monday morning SSR	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	All Teachers	Teachers will consistently use Before, During, and After reading strategies to prepare learners for reading content and comprehension. Teachers will hold SSR on Mondays during homeroom.
Make home visits to identified Level 1 and 2 students	<ul style="list-style-type: none"> <li>• Cohort Families</li> </ul>	Fall Quarter	Waters, Cohort Teachers, Counselors, Administrators	During the first quarter all cohort students will receive a home visit from one of the cohort staff.
We will provide small group interventions to support reading and writing.	<ul style="list-style-type: none"> <li>• Students receiving a 1 on the Reading and Writing WASL</li> </ul>	08-09 School Year	Cindy Watters	Students who earned a Level 1 in reading, writing, and math will receive extra support during homeroom 5 days a week. Specific literacy strategies are: <ul style="list-style-type: none"> <li>• “Thick and Thin Questions”</li> <li>• Visualizing and Inferring to Understand Textbooks</li> <li>• Finding Important Information Rather Than Just One Main Idea</li> <li>• Reading for the Gist</li> <li>• Synthesizing to Access Content</li> </ul>

**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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### 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
Formative assessments (exit tickets, observation, pre and post tests, etc.)	All students in school	Teachers will administer a variety of formative assessments each week.	Teachers will use formative assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
Collaborative analysis of data	All Humanities teachers by grade level.	At least 4 times a year.	Humanities teachers will collaborate to analyze student data from the assessments listed above. Based on the data, teachers will develop action plans based on student skills in identified GLE areas, monitor student progress by skill, and develop lesson plans and strategies to be implemented the following week.

**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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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>	
Culturally Competent Instruction	All Teachers	6 hour Tri-day training. Monthly follow-up at staff meetings	Teachers will work together to develop culturally competent lessons and share these at monthly staff meetings.
Humanities teachers will participate in district professional development related to literacy strategies	All humanities teachers.	As available	Teachers will participate in District training and other professional development offered (Writers Workshop, Thinking Strategies, etc.)

**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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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family-Teacher conferences will be held three times a year	<ul style="list-style-type: none"> <li>Students who are below grade level in LA or SS</li> </ul>	At grade marking time	Counselors /Teachers	At the end of each quarter, Counselors and teachers will meet with families of students who are not passing language arts or social studies.
The Source will be one method used to communicate with students and parents	<ul style="list-style-type: none"> <li>All families</li> </ul>	Each week	Humanities Teachers	Teachers will update The Source a minimum of once a week.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Science

**Lead Responsibility:** Dept. Head/Kim Whitworth

**S.M.A.R.T. Goal:** 75 % of 8<sup>th</sup> graders will meet Science WASL standards in 2009 up from 72% in 2008, including moving 20 students from Level 1 to Level 2 and 30 students from Level 2 to Level 3.

#### 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>
Full implementation of horizontally and vertically aligned literacy curriculum will be developed by the end of the year.	<ul style="list-style-type: none"> <li>All students</li> </ul>	By the end of the 2008-2009 school year	Science Coach/Science Teachers	Teachers will align curriculum and assessments so that they can share knowledge and resources to improve student learning.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Teachers will use specific Reading Strategies embedded in all content area instruction (Such as Before, During, and After reading strategies). All homerooms will participate in Monday morning SSR	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	All Teachers	Teachers will consistently use Before, During, and After reading strategies to prepare learners for reading content and comprehension. Teachers will hold SSR on Mondays during homeroom.
Teachers will provide culturally competent instruction	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	Teachers	Teachers will use instructional strategies that meet the needs of learners from diverse cultures. Material content will reflect the various cultures in our building. Instruction and student work will be varied to meet the need of multiple learners.
Teachers will scaffold lessons and provide multiple entry levels for students.	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	Teachers	Teachers will provide multiple layers to their instruction and assessment to meet the needs of all students in a heterogeneous classroom setting. Students will be able to enter lesson at their own level.
Specific Reading Strategies embedded in all content area instruction (Before, During, and After reading strategies)	<ul style="list-style-type: none"> <li>• All students</li> </ul>	08-09 School Year	All Teachers	Teachers will consistently use Before, During, and After reading strategies to prepare learners for reading content and comprehension.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Use high leverage instructional practices	<ul style="list-style-type: none"> <li>All students</li> </ul>	08-09 School Year	Teachers	Teachers will promote rich and engaging discourse, use public records (visible work), journal writes, write and post clear goals (including vocabulary), and press students for justification (rational) in class.

**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>
Formative assessments (exit tickets, observation, pre and post tests, etc.)	All students in school	Teachers will administer a variety of formative assessments each week.	Teachers will use formative assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
Collaborative analysis of data	All science teachers by grade level.	1-hour a week, year round	Science teachers will meet to collaboratively analyze student data from the assessments listed above. Based on the data, teachers will develop action plans based on student skills in identified GLE areas, monitor student progress by skill, and develop lesson plans and strategies to be implemented the following week.

**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>	
Participation in Observation for Evidence of Learning PD	Teachers	08-09 School Year	Teachers will continue to participate in OEL PD to collaboratively plan, implement, observe, and reflect on their practice.
Culturally Competent Instruction	<ul style="list-style-type: none"> <li>• All Teachers</li> </ul>	6 hour Tri-day training. Monthly follow-up at staff meetings	Teachers will work together to develop culturally competent lessons and share these at monthly staff meetings.

**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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#### 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>
Parent – Teacher conferences will be held three times a year.	<ul style="list-style-type: none"> <li>Students who are below grade level in science</li> </ul>	At grade marking time	Counselors /Teachers	At the end of each quarter, counselors and teachers will meet with families of students who are not passing science.
The Source will be used to communicate with students and parents	<ul style="list-style-type: none"> <li>All families</li> </ul>	Each week	Science Teachers	Teachers will update The Source a minimum of once a week.

**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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### FOCUS AREA #4: Climate

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**Lead Responsibility:** Kim Whitworth

**S.M.A.R.T. Goal:** At least 80% of the school community, including staff, students and families will feel safe, respected, trusted, included, and involved, as measured by formative and summative feedback including the staff and climate surveys administered in the Spring of 09.

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

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

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

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
<p>Life Skills training will be implemented among all 7<sup>th</sup> grade students. We will continue to explore implementation opportunities at 6<sup>th</sup> and 8<sup>th</sup> grades.</p> <p>-Guiding Good Choices (parent workshops) for parents in the Eckstein community, a Drug Free Homes Parent Pledge, and a Parent Networking group.</p>	<ul style="list-style-type: none"> <li>• All students and families</li> </ul>	2008-2009 School Year	Inga Manskopf, Christine Talianis, Counselors	Members of the Coalition for the Prevention of Underage Drinking will continue to educate students and families about making good choices. We will provide opportunities for students to learn more about drugs and alcohol and how to make healthy decisions. We will partner with PTSA to provide educational opportunities for parents to learn skills and tools for supporting their children.
<p>Bullying Prevention program will be presented in multiple formats (1xweek in homeroom, assemblies)</p>	<ul style="list-style-type: none"> <li>• All-students</li> </ul>	1 x Week	Administration /Teachers	Students will engage in one bullying prevention activity a week during homeroom that has been prepared by Administration. This will include reading and understanding district policy, looking at school data, reading on bullying, reflecting, and developing the tools to deal with bullying, intimidation, and harassment.
<p>We will provide opportunities for students to give input on school activities and decisions.</p>	<ul style="list-style-type: none"> <li>• All-students</li> </ul>	1 x Month	ASB and advisor	ASB students will provide an activity to build spirit and community at Eckstein.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Staff letters will be sent every Friday.	<ul style="list-style-type: none"> <li>• All-students</li> </ul>	1 x Week	Kim Whitworth	A weekly letter will be sent to staff providing a weekly summary of teaching and community events.
Parent letters will be sent once a month through the ECKO	<ul style="list-style-type: none"> <li>• All-students</li> </ul>	1 x Month	Kim Whitworth	A monthly letter will be sent to parents and the community providing a summary of the month's work.
Monthly Open Office will provide parents an opportunity to meet with the principal. Principal will focus on one section of the building Friday afternoons to meet with staff in their rooms.	<ul style="list-style-type: none"> <li>• All-students</li> </ul>	1 x Week for staff 1 x Month for families	Kim Whitworth	One morning set aside to meet with parents and one afternoon set aside to meet with staff to discuss concerns.

**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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#### 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
Surveys	All-students	Kim Whitworth	Surveys will be used to assess student, staff, and parent concerns.
Data analysis for discipline, attendance, and grades	All-students	Chris Cronas, Ron Timmons, Cindy Watters, Kim Whitworth	We will analyze data to monitor changes demonstrating pro-social student behavior and engagement in education.

**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>	
Training in Cultural Competence	All staff	August 28 <sup>th</sup>	We will look at our data, research, and best practices to plan for daily curriculum, instruction, and assessment.
Cultural Competency Training	All staff at least once a year.	Equity Study Groups	Each month during study group time the Equity Team will present a mini cultural competence learning opportunity. Every staff member will attend at least on session during the 2008-2009 school year.
Reflect and share of culturally competent teaching strategies and differentiated instruction	All staff	Monthly staff meetings	Teachers will bring one example of culturally competent teaching strategy and one example of a lesson that was differentiated to share with colleagues during our monthly staff meetings.

**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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### 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 Open House to increase parent understanding and support of school curriculum.	<ul style="list-style-type: none"> <li>• All-families</li> </ul>	5 x year	PTSA/Kim Whitworth	In addition to our curriculum night in October we are planning 4 additional open house nights for parents to learn more about our math curriculum, literacy, helping their student in middle school, and to learn more about student drug and alcohol use.
Weekly updates on The Source	<ul style="list-style-type: none"> <li>• All-families</li> </ul>	Weekly	Teachers	Teachers will update The Source at least one time a week to inform students and parents of educational progress.

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

## 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.*

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>
Visual And Performing Arts	Eckstein will strive for an increase of student learning and participation in the visual and performing arts.	All teachers will have chances to learn how to teach and incorporate visual and performing arts in their classroom. We will see more hands-on creative activities incorporated into projects, with supports as students complete these activities. Students will have increased opportunities to engage in artistic learning and creative expression in as many classes as possible.
Technology	To close the achievement gap and promote academic achievement in language arts, math, and science.	Ensure equitable access and support for technology through staff training, on-site support and collaboration.
Physical Education	Students will begin (6 <sup>th</sup> grade) or continue (7 <sup>th</sup> grade) to participate in a 1 day a week 15 minute run to increase cardiovascular conditioning and increase their mile run percentile on the Presidential Physical Fitness Test.	Strategies: <ul style="list-style-type: none"> <li>- Learn to take their pulse rate</li> <li>- Learn their personal target hear rate</li> <li>- Learn effective warm-up and stretching exercises</li> <li>- Learn proper running fundamentals and breathing</li> </ul>

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

## 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
Math	Cohort		Y	LAP	N/A
Math	OST		Y	Parks and Recreation Grant	N/A
Math	CMP2 Studio Classes		Y	District	N/S
Literacy	Cohort		Y	LAP	N/A
Literacy	OST		Y	Parks and Recreation Grant	N/A
Science	OEL		Y	District Resources	N/A
Climate	Parent Nights		Y	PTSA	N/A

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

## 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
Parks and Recreation	Our Parks and Recreation Grant provides opportunities for enrichment in reading, writing, math, as well as electives.	4 x week	grant		
City of Seattle	MSS Grant funds our House Administrator. The HA coordinates the cohort program and provides guidance in curriculum, instruction and assessment.	Ongoing	MSSP		

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