

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

EMERSON ELEMENTARY

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Revision History

Revision Number	Date	Comments
1	10/29/08	Edits by Office of School Improvement
2	11/14/08	Flight and Cluster request SMART Goal changes
3	11/25/08	Edits by the Office of School Improvement
4	12/11/08	C-SIP Peer Reviews
5	12/16/08	Edits by Office of School Improvement

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

SECTION 1: SCHOOL OVERVIEW

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

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

VISION: Emerson is a welcoming community with high expectations and respect for all. We are committed to learning and achieving that is culturally relevant with high expectations and respect for all.

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	High number of behavior referrals to the office	Staff will continue training with positive discipline strategies. Additionally, instruction in Second Steps (K-2), Steps to Respect (3-5), and class meetings will be monitored and supported by the school Counselor and Discipline Committee. Monthly SWIS referral data will be presented to staff by the committee to monitor and adjust strategies.
2	There are more 2 nd graders approaching gr. level on the Spring DRA	Continue balanced literacy instructional practices, use of K-2 libraries, grade level and team meeting structures which have informed and supported strong instructional practices that support student achievement.
3	Kindergarten through 3 rd gr. made significant progress	Continue balanced literacy instructional practices, use of K-2 libraries, grade level and team meeting structures which have informed and supported strong instructional practices that support student achievement.
4	4 th and 5 th gr. WASL scores were low	Emphasis will be placed on enhancing instructional skills. The literacy and math coaches will work closely with staff at this level. Professional development specific to the intermediate level will be offered, modeled, and extended.
5	Student attendance affected AYP	The Family Support Worker (FSW) structure has a goal of increasing attendance. A SMART goal has been written into the Family Engagement Plan for Flight Schools. The Attendance Secretary will work closely with FSW and Bilingual Staff to monitor and connect with families who have chronic absences and tardiness.

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

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SECTION 1: SCHOOL OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
MATH	District Focus, OSPI School Improvement Focus Area	<p>MATH: For the school year 2007-2008, the merger of Rainier View and Emerson goals were – 3rd grade – 65% students meeting or exceeding GLEs, 4th grade – 50% meeting or exceeding GLEs, 5th grade – 50% meeting or exceeding GLEs, and 50% of K-2 students would meet GLEs in Number Sense.</p> <p>To meet or exceed benchmarks for 2008-2009, Emerson will increase academic proficiency, i.e. , Emerson will move from 68.4 % of students meeting or exceeding performance expectations to at least 75% meeting or exceeding performance expectations by June 09 as measured by Everyday Math and district Fall, Winter, and Spring assessments. By June 2009: 3rd Gr. Students who were at 68.4 % will meet or increase academic achievement to 75%, 4th Gr. – Students who were at 32.6 % will meet or increase academic achievement to 60% or above , 5th Gr. – Students who were at 51.1 will meet or increase academic achievement to 60% or above, K-2 – 60% will meet Performance Expectations in Number Sense, using Everyday Math and district fall, winter, spring assessments.</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
READING	Literacy scores were declining in WASL and DRA	<p>READING: For the school year 2007-2008, the merger of Rainier View and Emerson goals were – 75% of K-5 students would meet GLEs, Special Education - 30% meeting GLEs, and ELL – 50% would demonstrate improvement in DRA levels. Emerson is establishing baselines this year using the TC (Teacher’s College) reading assessment during the first eight days of school. Further TC assessments will be given in the Winter and Spring.</p> <p>To meet or exceed benchmarks for 2008-2009, Emerson will increase academic proficiency with a focus on fluency and comprehension which are specifically EALR’s 1 and 2. By June 2009 – 85% of K-5 students will meet grade level expectations, 40% of Special Ed. students will meet grade level expectations, 60% of second year ELL students will meet grade level expectations. Proficiency will be measured by the DRA and TC (Teacher’s College) reading assessment.</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
WRITING	There was no formal focus on writing	<p>WRITING: For the school year 2007-2008, the merger of Rainier View and Emerson goals were – 20 % of students above grade level would demonstrate mastery of GLEs at least one level above their actual grade, 60% of students at grade level would demonstrate meeting GLEs, and no more than 20% of students would achieve below grade level GLEs.</p> <p>To meet or exceed benchmarks for 2008-2009, Emerson will increase academic proficiency: Above Grade Level - 30 % will achieve above grade level by demonstrating that they have mastered GLEs at least one level above their actual grade. At Grade Level – 70% will achieve at grade level by demonstrating that they meet GLEs. Below Grade Level – No more than 10% will achieve below grade level GLEs.</p>
DISCIPLINE	There were 215 referrals for defiance and fighting from September 07 to April 08.	Reduce the number of office referrals for defiance and fighting from 215 in 2007/08 to 107 or less in 2008/09. This is a new goal based on 2007-2008 SWIS data.
FAMILY ENGAGEMENT	We are a FLIGHT 1 school (Family, School & Community Partnerships), and we are a HUB for family support services. The desired results for this goal is to improve academic performance and to increase homework return rate.	To increase student attendance by 10% based on 07-08 attendance records. We will measure it by 07-08 attendance records and teacher surveys. This is a new goal through FSW HUB.

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SECTION 1: SCHOOL OVERVIEW

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

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

Our Reading goal activities support the district's Strategic Plan in student reading achievements.

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?

Emphasis on professional development in all focus areas.

Collaborative team planning and data team work.

Engagement and support to parents.

Collaborative team planning between HUB FSW staff, academic coaches, ELL, and VISTA/Americorp.

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SECTION 1: SCHOOL OVERVIEW

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

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> • School has a mission, vision and theory of action. • School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> • School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. • Student achievement goals are data-driven.
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> • School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> • School addresses non-academic student learning goals.
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> • School includes parent/community representation in the development of the C-SIP. • School identifies community partners that engage with the school in support of student learning. • School includes one or more strategies for family/community engagement for every SMART goal.
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> • Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. • School shares C-SIP goals, strategies, and activities with school community at 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.

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SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Emerson's Building Leadership Team (BLT) includes five teachers and their alternates, one SAEOP member and alternate, one SEA Representative, and one parent. The teacher breakdown is as follows: <ul style="list-style-type: none"> ➤ 1 = K – 1 ➤ 1 = 2 – 3 ➤ 1 = 4 – 5 ➤ 1 = SPED ➤ 1 = Support Staff <p>In addition, Emerson has an Advisory Committee (EAC) which includes Counselor, Family Engagement, Reading Intervention Specialist, Literacy Coach, Math Coach, Head Teacher, Principal, OSPI School Improvement Facilitator, and a parent. This body also serves as the School Improvement Team.</p> <ul style="list-style-type: none"> • Our BLT, EAC and School Improvement Team, leads the ongoing process of comprehensive school review including studying data such as the WASL, classroom-based assessments, district math assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from the BLT and Flight Family Engagement Team. One parent serves on the BLT and one parent serves on the Flight Family Engagement Team. • Emerson's C-SIP was presented at the Curriculum Night, October 30th. It will be presented at a PTA meeting, date to be determined. Sections of the plan will be presented to 65 focus families through the HUB Family Support Team. Furthermore, sections as appropriate for Family Literacy (culturally specific) and Math nights will be presented.
	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

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		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.

School Improvement Review, *continued*

Topic	Description
(Title I Schools) How is the school using the 10% set-aside for professional development?	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.

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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 (low-income, Black and all students), in Math (low-income, black, and all students) and in Math Participation Rate (special education and limited English). So, we are not identified as a “School in Improvement.”

Title I status

This school receives Title I funds.

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Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	<ul style="list-style-type: none"> • Grade Level Teams, the BLT, (Building Leadership Team), and EAC (Emerson Advisory committee), the Discipline and Flight Family Engagement Team analyzed student achievement data, social and emotional well being strengths of students, and family needs in the development of Emerson’s plan. Meetings were held on August 21, 2008, at the BLT Retreat, during staff meetings August 27 and 28. Further, at the OSPI Winter Conference held in Spokane, Washington, January 2008, the School Improvement Team which includes parent representation thoroughly examined historical data and projections based on current assessments. S.M. A. R. T. goals were developed on August 26, 2008. • The C-SIP plan was introduced to parents at the Open House October 1, and Curriculum Night, October 30, 2008.
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on August 26 through September 30, 2008. Ongoing assessment and analyzing of the data will continue to inform staff during the year. • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics on August 21, 25, 26, 27, and 28, 2008. • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students’ readiness, skill levels, and learning goals. Ongoing professional development will be held in Literacy, Mathematics, and Writing.
3 Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.

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SECTION 1: SCHOOL OVERVIEW

	Component	How school has addressed each Component
4	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5	What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We hosted an event for pre-schoolers and their families to meet our kindergarten team and tour the school on August 29, 2008. • We hosted a welcoming activity for incoming Grades K-5 students to tour the school and meet our school's staff and students at Open House on October 1, 2008, and Curriculum Night on October 30, 2008. • At Emerson the counselor meets with Fifth grade students regarding middle schools. House administrators or counselors at middle schools are invited to come to speak with the students scheduled to attend their particular school in the spring. When funding permits students are taken for a short trip to visit middle schools. • When it is advantageous for a particular student, Emerson's SIT team makes recommendations to parents regarding visiting and selecting a middle school placement based on their student's needs.
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).

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	Component	How school has addressed each Component
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: MATH

Lead Responsibility:

Beatrice Butler, Corrine Craven, Tamara Kelley, Susan Mundell, and Marion Vinson

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

By June 2009: 3rd Gr. – Students who were at 68.4% will meet or increase academic achievement to 75% or above, 4th Gr. – Students who were at 32.6 % will meet or increase academic achievement to 60% or above, 5th Gr. – Students who were at 51.1% will meet or increase academic achievement to 60% or above, K-2 – 50% will meet PEs in Number Sense. Using Everyday Math assessments and district fall, winter, spring assessments.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Follow the EDM pacing guides to collaboratively plan math units in grade level teaching teams.	<ul style="list-style-type: none"> All students in regular classrooms, grades K-5 	During monthly grade level planning block	Classroom teachers	The students will receive Everyday Math instruction for 90 minutes per day. The teachers will strive to complete the entire curriculum by the end of the year. By completing the curriculum the students' academic progress in all math strands should improve.

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Strategy	Target Students	Timing	Lead	Description
Conduct Collegial Observations	<ul style="list-style-type: none"> All students in regular classrooms, grades K-5 	Beginning after winter break. Up to four times during the school year	Beatrice Butler, Marion Vinson, and math support staff	The teachers will plan a common lesson, they will observe each other teaching the lesson, and they will discuss and give feedback on the lesson. They will use common protocols and forms. (Possibly something similar to Cognitive Coaching.) This will address the need of the teachers to incorporate all components of the Everyday Math Curriculum. All students' progress should improve by improved delivery of instruction.
Differentiate Instruction	<ul style="list-style-type: none"> Flexible groups or classes of students will benefit based on their individual needs in math 	Throughout the school year, during each unit of Everyday Math	Classroom Teachers	Teachers will use differentiation to address the needs of individual students. This may be small group instruction or adjusted classroom instruction throughout each unit of study. Grade level teaching teams will work together with new staff to organize Professional Learning Communities that address the issues of classroom management and structure, along with content organization, that supports differentiation.
Use Everyday Math Assessing Teaching Tools	<ul style="list-style-type: none"> All students in regular classes, K-5 	It will be employed for every unit of Everyday Math	Beatrice Butler, Classroom teachers	Teachers will track every student's progress on the assessment checklist and the end of unit assessment. These results will be shared with support staff and families. Teachers will be provided with a year long packet of forms and instructions for use.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use Specific Interventions for Targeted Students	<ul style="list-style-type: none"> Possible students include resource room students, other special education students, and ELL students. 	It will be employed when a targeted group is identified. In the first trimester of the school year	Classroom teachers, math support staff	Struggling students will receive specific and targeted instruction in areas of deep concern in math. The Everyday Math teacher's guide and Singapore Math are possible resources for the teachers to use for intervention ideas.

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>
Data Conferencing Forms	All students throughout, at the end of each Everyday Math Unit. Data forms filled in monthly	Classroom teachers with support from the math leadership team	This data will provide ongoing information on student progress. Teachers will meet in data teams to discuss progress and plan instruction to address their students' needs. They will follow structured protocols to data teams. Data forms will be kept in a notebook and feedback will be given to the important stakeholders of the school. .
Frequent Walk Through using FLIGHT 4-Rs form	New teacher's classrooms targeted first, at two times per month, minimal.	Principal and Head Teacher	Will learn if classrooms are positive learning environments for kids to learn math. Will identify areas in which teachers can use support.

Note: Please delete or add rows as necessary

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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>	
Initial use training for Everyday Math	Selected teachers or new teachers	District initial use training before school starts or once during the school year	This training provides teachers with an overview of the math curriculum and its various components.
District math workshops	All teachers with buddy school	Throughout the school year, two hour training sessions, four times during the school year	Run by teacher math leaders on topic determined by the school district.
Ongoing training in the Everyday Math curriculum	Selected teachers, new teachers, or teachers who volunteer	These will be short 20 to 30 minute mini-workshops, as needed individually up to once a week. Formal workshops once a month	This training can be done individually or in small groups and on targeted topics indicated by the participants. Topics may include the use of the assessment tools, pacing, mental math, and games procedures. The math coach will provide mini-training sessions.

Note: Please delete or add rows as necessary

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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>
Use of Everyday Math Assessment Tools	<ul style="list-style-type: none"> All families in the school 	October 2008	All classroom teachers	Parents will receive end of unit test results by mail with explanations of how to interpret the results. The teachers will have the assessment check lists available at conferences to explain the child's progress to the parents.
Conduct Family Math Nights	<ul style="list-style-type: none"> All families in the school 	2 nd and 3 rd Trimesters	Math Leadership Team	A math component will be added to two Literacy Parent Nights. Math materials, math games, and math activities, will be available for students to share with their parents. This will possibly include time in the computer lab for families to engage in math through technology.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: READING

Lead Responsibility:

Monica Connors, Andrew Knudsen, Marion Vinson

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

READING: By June 2009 - K-5 gr. – 75% will meet GLEs as assessed by the DRA; Benchmarks, Fall, Winter, Spring; Running Records; Spelling/Phonics, as assessed by Teachers College assessment. Spec. Ed. – 30% will meet GLEs. First year ELL stud. – 50% will be able to demonstrate improvement in orally retelling of a story as assessed by Primary DRA. Second Year ELL stud. – 50% will be able to demonstrate improvement as assessed by the appropriate level DRA.

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>
Teachers will differentiate instruction using Houghton-Mifflin (H-M) and balanced literacy methods to meet varying needs of their students	<ul style="list-style-type: none"> All students K-5 will benefit from instruction based on their academic performance as determined by the TC reading screen 	Grade Level Teams will submit copy of Emerson GLT Data Review Form and GLE check off per month to principal	EAC will use monthly Emerson GLT Data Review Form to report progress/concerns to BLT and staff.	Classroom management systems allow for differentiated instructional groupings Students will: Read to Self Read to Someone Listen to Someone read Listen to reading Know how to do Word Work

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teachers will plan common lessons, observe colleagues implementing lesson, debrief and give feedback at least four times in 2008-09.	<ul style="list-style-type: none"> All students K-5 	Team planning will be employed at least quarterly throughout the 2008-09 school year	Grade level teacher teams, reading support staff, ELL, support staff, literacy coach	Teams will cooperatively plan common lessons and observe each other's practices to develop more reflective practices in teaching and learning. Teachers will either model a lesson for colleagues with their own students, or observe a colleague in his or her classroom, and meet to discuss the work and collectively develop next steps for best practices with their own students. Students will be regular participants in the process as each teacher practices the learning's in his or her own classroom
Reading interventions	<ul style="list-style-type: none"> Students performing grade level as determined by TC assessment 	Students are identified within first 8 days of school; services begin late September/early October and continue throughout school year	Reading specialist and classroom teachers, to administer assessments and agree on student identification for programs	TC assessments help to identify what reading strategies need to be addressed with particular students. Students work with specialist and tutors on specific reading strategies for no more than 25-30 minutes per day. Students' progress is reviewed every 8-10 weeks using TC assessments or individual indicators within each intervention program to determine ongoing need for intervention services.

Note: Please delete or add rows as necessary.

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SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
TC (Teachers College) Reading Assessment	Every student K-5; pre-test during first 8 days of school, with periodic follow-up screens to measure growth throughout year	Classroom teachers will be responsible for administering the individual assessments and turning data in to reading specialist.	TC establishes students' independent reading levels and reading readiness skills; interventions are targeted to raise students' fluency and comprehension skills as determined by assessment.
DRA	Grade 2 students (fall 08); K-2 students (spring 09)	Grade 2 teachers (fall 08); K-2 teachers (spring 09)	DRA data will identify students who are currently performing at or above grade level expectations, and will provide information regarding needs for skill reinforcement for students not currently meeting grade level standards.
WASL	Students in grades 3-5; spring 2009	Classroom teachers in grades 3-5; building WASL coordinator	WASL results from spring 2008 are being used to determine individual students' reading strengths and continued needs as readers; classroom teachers are using data to differentiate instruction to meet individual readers' needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Teachers meet in grade-level teams to share data and plan together	All Emerson classroom teachers, academic support personnel	Monthly scheduled meetings throughout 08-09 school year	Time has been allotted through adjustment of the school's PCP calendar to allow for two-hour blocks for each grade level team to meet on a monthly basis. Teachers and academic specialists will discuss student data, integration of programs and academic supports, and short-range and long-range academic planning.
Houghton-Mifflin, Daily 5 review trainings	All classroom teachers are invited	Offered at beginning of school year (September 08) to support teachers in launch of reading programs	Teachers receive information about programs directly related to classroom reading instruction; the format of the sessions also allows for discussion about the programs and how they meet the needs of Emerson readers, and allows for individualized instruction for teachers new to the programs as well as refresher sessions for teachers currently using programs.
Teachers College individual reading assessment	All classroom teachers are invited	Offered at beginning of school year (September 08) to support teachers in identifying readers' strengths and needs to inform reading instruction	Teachers have an opportunity to learn about the rationale behind the TC assessment, how the results can inform classroom instruction; teachers also have a chance to "try on" the assessment through modeling.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family Literacy Nights	<ul style="list-style-type: none"> All families of K-5 students 	Throughout 08-09 school year (fall, winter, and spring)	Literacy coach Reading specialist FSW team Vista coordinator	Explicitly integrate Writing and Reading, speaking strategies to enable families/community to support student skill development.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: WRITING

Lead Responsibility: Monica Connor, Teachers, Marion Vinson

S.M.A.R.T. Goal: Emerson is establishing baselines by using Rubric's, State GLE's and WASL type prompts.
Above Grade Level: 20% will achieve above grade level by demonstrating that they have mastered GLEs at least one level above their actual grade.
At Grade Level: 60% will achieve at grade level by demonstrating that they meet GLEs.
Below Grade Level: No more than 20% will achieve below grade level GLEs.

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>
Continue training of staff in Units of Study	• K-5	Beginning Sept. 2008	Literacy Coach	Emerson Staff will provide guided writing instruction

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Grade Level teams will meet to plan instruction	<ul style="list-style-type: none"> • K-5 	Beginning Sept. 2008	Literacy Coach Teachers	Time has been allotted through adjustment of the school's PCP calendar to allow for two-hour blocks for each grade level team to meet on a monthly basis. Teachers and academic specialists will discuss student data, integration of programs and academic supports, and short-range and long-range academic planning.
Development of grade level writing prompts to connect Units of Study with State writing requirements	<ul style="list-style-type: none"> • K-5 	Fall 2008 Winter 2009 Spring 2009	Literacy Coach Teachers	Emerson staff will integrate State GLEs into Units of Study instruction and will monitor writing progress by administering WASL type prompts three times a year

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Units of Study checklists and Rubrics	K-5 students - end of each unit	Teachers	Assessments will provide direction for differentiation of instruction
Use State 4 th grade Rubrics	4 th grade students – end of each unit	Teachers	Will inform teachers as to student progress in meeting WASL goals
Use State GLEs	K-5 students informally daily, formally 3 times yearly	Teachers	Will inform teachers of student progress toward meeting State expectations and give direction for differentiation of instruction

Note: Please delete or add rows as necessary

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Whole school training	All Staff	Begin Sept. 2008 continuing throughout the year	Literacy Coach will introduce and model classroom use of Units of Study
Ongoing informal work with the coach	All Staff	Begin Sept. 2008 continuing throughout the year	Literacy coach will meet with grade level teams and/or with individuals to further the development of appropriate classroom instruction

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Emerson will integrate writing into Family Literacy Nights	<ul style="list-style-type: none"> All Families 	4 Family Literacy Nights	Literacy Coach FSW Team ELL Team VISTA/Ameri-corp	Explicitly integrate Writing and Reading, speaking strategies to enable families/community to support student skill development

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: DISCIPLINE

Lead Responsibility:

Constance Hutchinson, Toni Bailey, Kristen Spada, Kristin Reiter, Beatrice Butler, and Marion Vinson

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

Reduce the number of office referrals for defiance and fighting from 215 in 2008 to 107 or less in 2009 as documented by the Student Wide Information System (SWIS) Data System.

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>
Staff will adhere to the incremental stages for discipline infractions	<ul style="list-style-type: none"> All 	September 2008	Administration Teachers	Emerson will follow Seattle School District's Student Discipline guidelines and discipline steps as spelled out in the Emerson Staff Handbook
School Assemblies	<ul style="list-style-type: none"> All 	Weekly September/08 – June/09	Paul Thomas Teachers Discipline Team	Staff will plan all school assemblies focused on virtues; and identify focus groups for counselor

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Student Intervention Team (SIT)	<ul style="list-style-type: none"> • All 	September/08 – June/09	SIT Team	SIT will create intervention plans for students with behavior difficulties, and monitor for effectiveness
Steps to Respect Second Steps	<ul style="list-style-type: none"> • All 	September/08 – June/09	Counselor	Students will be able to resolve conflicts, change behaviors without adult supervision

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>
SWIS Referrals/computer Data	Students who receives a SWIS referral	Counselor/head teacher will prepare weekly reports for Emerson Advisory Committee (EAC)	SWIS referrals used to provide interventions/strategies to reduce referrals
Class Meetings	All students Weekly class meetings	Principal / Head Teacher	Class meetings will become a part of each teacher's instructional routines

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Continue Professional Development in Positive Discipline, Second Step, and Steps to Respect	All Staff	August 2008 Throughout the school year	Staff will participate in on-going professional development based on the Positive Discipline Model, Second Step, and Steps to Respect to address continued student skill in problem solving and decision making
Review bldg wide discipline policies and protocols	All Staff	Each Fall, and after Winter and Spring breaks	To monitor effectiveness of strategies. Monitor and adjust where needed.
Teachers will refer to Discipline strategies for the classroom: Working with Students by Ruby Payne (by grade level)	All Staff	August 2008	Staff will read and apply strategies where needed that will address the management needs of their classroom

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Communicating bldg. and classroom routines	<ul style="list-style-type: none"> All Staff 	September/08 – June/09	Counselor Discipline Team Administration	Staff will communicate bldg and classroom routines to families in writing and during home visits
Inform parents about policies	<ul style="list-style-type: none"> All Families 	September / 08	Teachers Administration Family Support Workers (FSW) ELL Staff (Bi-lingual)	Teacher will inform parents about school and classroom policies. Will have parents sign student, Parent, and School compact

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: FAMILY ENGAGEMENT

Lead Responsibility:

Cedric Dennard, Barbara Hodge, Saundra Barkley, Khanh Cao, Ricardo Lopez, Beatrice Butler, Peggy Soong-Yaplee, and Marion Vinson

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

To increase student attendance by 10% based on 07-08 attendance records. We will measure it by 08-09 attendance records and teacher surveys.

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>
Teachers will continue to submit accurate and timely daily attendance (absences/tardiness) information to the attendance secretary.	<ul style="list-style-type: none"> Entire school population 	Daily throughout the school year	Attendance secretary	

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Family Support Team will conduct Family Involvement Parent Nights to address school concerns, i.e., attendance, homework, academic programs	<ul style="list-style-type: none"> Family Support Worker & Community Partnerships 65 -70 focus students (families) 	2 to 3 times per year	FSW	Conduct family nights as a resource to families and a means of providing support and information
Family Support Team will conduct parenting classes to address parent/family concerns/issues, i.e., parental/family support	<ul style="list-style-type: none"> Family Support Worker & Community Partnerships 65 -70 focus students (families) 	One 7-week session	Parent Coordinator	Conduct family nights as a means of building positive relationships and trust with our families and to address some of the needs of our families. <ul style="list-style-type: none"> Parenting Class (Positive Discipline for Parents)
Track excessive absences Absentee and tardiness	<ul style="list-style-type: none"> Family Support Worker & Community Partnerships 65 -70 focus students (families) 	Daily	FSW	After a student reaches every 5th absence (cumulative) or any 3 consecutive days (absences) student name will be referred to Family Support Team. <ul style="list-style-type: none"> Phone Call Home Visit

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
07 – 08 Attendance information 08 -09 Attendance information	<ul style="list-style-type: none"> • Family Support Worker & Community Partnerships 65 -70 focus students (families). • Other students with chronic absences/tardiness will be monitored. 	Attendance secretary will submit attendance reports/information to Ms.Vinson & Family Support Team (? As needed? Bi-monthly? Monthly?)	Surveys and reports will give us accurate and concise information on each student’s attendance; we will use this information to look for patterns or trends in students’ absenteeism. Provide home visits and support to families -discuss family needs/challenges -problem-solve w/ family -implement possible strategy/support toward getting child(ren) to school daily/on time.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family night events, i.e., Literacy, Math, and Science	<ul style="list-style-type: none"> • All Families 	Throughout the year	FSW, VISTA, Americorp	To engage and support families in areas which support student academic achievements
Target 65 families for FSW support	<ul style="list-style-type: none"> • Specific K-5 families 	Throughout the year	FSW	Assist parents in deeper understanding of curriculum, and how to support their students in being ready to pass assessments, i.e., DRA and WASL

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Student Health	To foster and expose students to healthy food choices and opportunities for movement which may enhance quality of life. Several activities within and beyond the school day address this goal.	<p>Molly Rapozo, Eat Better Feel Better representative and assistant present lessons in classrooms and demonstrate how to make healthy snacks.</p> <p>Each Monday morning, students feel, describe, and try to name the fruit or vegetable hidden in the "Fear Factor" box, eventually tasting the item it becomes a part of the lunch choices.</p> <p>Classrooms are given booklets of energize or exercise activities.</p> <p>Parents and students along with a guest chef participate in cooking classes involving common food items, to create healthy meals after which they take a bag of groceries home.</p>

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Family Engagement	To support families in becoming more knowledgeable about strategies which foster student academic growth, and to create a welcoming environment.	<p>As a Flight I school, every family receives a home visit.</p> <p>Staff receives training on cultural queues, and culturally focused Literacy and Math nights in major languages are held.</p> <p>Parents are kept informed through the parent bulletin published by-weekly, and through the school web-site which offers academic information, i.e., learning web-sites, information on happening, readings, and suggestions.</p> <p>VISTA worker who focuses on recruiting parent and community volunteers.</p> <p>Increased PTA involvement, and opportunities to volunteer.</p>

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	Performance Expectation monthly team planning and data team work	\$15,000.00	Y	OSPI School Improvement I-Grant	
Math	University Child Development School (UCDS) training and Math Fellows	\$10,000.00	Y	UCDS – U of W Grant Grant	
Math/Reading	Family Math/Literacy Nights	\$6,006.00 .159	Y	Title 1 LAP	
Reading	Tutors – trained in Sound Partners, Linguistic Remedies, Houghton Mifflin to support identified students	\$23,600.00	Y	Title 1 Sound Partners	
Reading	GLE and Houghton Mifflin extended planning time and data team work	\$5,000.00	Y	Title 1 I-Grant	
Reading	Additional materials to complete grade level Houghton Mifflin materials	0.00	N/A	District Resources	
Reading	School-based professional development coach (Reading Intervention Specialist)	\$39,913.00	Y	Title 1	
Writing	Teacher professional development Units of Study	0.00	NA	District Resources	

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
UCDS – University Child Development School	Provide professional development to enhance teacher skills – provide Math Fellows who partner with teachers	Monthly PD, weekly Math Fellows, Summer Week PD		Eisenhower Grant	2007-2008 2008-2009
Washington Reading CORP	Provide services to connect volunteer services to school (VISTA), provide tutoring support to students (Americorp)	Daily		Grant	

Note: Please delete or add rows as necessary