

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Graham Hill Elementary

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Revision History

Revision Number	Date	Comments
1	10/29/08	Edits by Office of School Improvement
2	11/24/08	Edits by Office of School Improvement
3	12/8/08	C-SIP Peer Reviews
4	12/8/08	Math SMART goal changes
5	12/22/08	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.

Graham Hill students will become lifelong learners and problem solvers. They will work to get along with others and respect differences.

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 Disproportionate Kindergarten DRA scores between Montessori and Traditional students and between African American and Caucasian students.	1. To address the need for quality pre-school experience necessary for success in kindergarten, Graham Hill will once again make a program proposal for beginning a Traditional pre-school to complement the Montessori preschool experience. (Montessori kindergarten students have 2 years of Montessori pre-school) 2. LAP money will be spent on tutors in reading for K-3 grades.
2 3rd-5th grade Math number sense WASL scores need improvement.	1.math games. differentiation, readiness activities, walk to math and /or flexible grouping and after school activities are all integral in improving our number sense scores in the WASL.
3 21 out of 36 5th grade students did not pass the 2008 Science WASL	We have set a SMART goal to address the need for more vocabulary/reading skills for our ESL students
4 53% of students receiving office referrals for disrespect were African American though they make up 32% of the student population.	The Positive Discipline Data Team will meet monthly to review this data and create interventions to address issues of disrespect among African Americans.
5 2008 WASL writing scores indicate that 57% of our students reached proficiency.	We have a SMART goal to increase the percentage of 4th grade students meeting writing standard from 57% to 75% on the 2009 writing WASL.

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.

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

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
Reading	54% of African American students in 1st grade vs. 14% of White students performed below standard on the Spring '08 DRA.	75% of 1st grade African American students will perform on grade level on the Spring '09 DRA.
Math	Number Sense is the foundation for all other strands of mathematics.	The percentage of 1st-5th grade students will increase their scores in Number Sense by 20% as measured by the 2009 EDM pre-and post tests and District Benchmark assessments.
Writing	Spring 2008 writing WASL scores indicate that only 57% of our 4 th grade students reached the level of proficiency. Students under performed in the areas of content /organization/style as well as conventions as evidenced by both the literary and informational prompts.	The percentage of 4 th grade students scoring proficient or higher in writing will increase from 57% to 75% by the end of the school year as measured by the WASL administered in April 2009.
Disproportionality	While African American students represent 32% of Graham Hill's student body they make up 54% of referrals for disrespect/defiance/insubordination in the academic year of '07-'08.	In the academic year '08-'09 Graham Hill will reduce the percentage of referrals on African Americans for disrespect/defiance /insubordination from 54% of the total number of referrals to 39% of the total number of referrals for disrespect/defiance/insubordination.
Science	21 out of 36 5th grade students did not pass the 2008 Science WASL	The percentage of 5th grade students scoring proficient or higher in science will increase from 44% in 2008 to 67% in 2009 as measured by the WASL.

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.

- Graham Hill's school plan specifically addresses the following District Strategic Plan goals: Over the next 5 years we will work to ensure that
1. 80% of 4th grade students will meet or exceed reading standards.
 2. 80% of 4th grade students will meet or exceed math standards.
 3. The district's strategic plan prioritizes the reduction of disproportionality in all areas, including referrals for discipline.

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

SECTION 1: SCHOOL OVERVIEW

What are the school-wide strategies that cut across major focus areas?

Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?

- Powerful Writers
- Positive Discipline School
- ALO accredited school
- K-5 Curriculum alignment
- Graham Hill Science Lead teachers to offer Professional Development
Data Teams

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

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.

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

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"> • Our school's Building Leadership Team (BLT) includes 5 teachers, 1 instructional assistant, 2 parents and the principal. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based 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 BLT, 2 parents serve on BLT. • Our C-SIP presented at the PTA board meeting on October 28, 2008 and it was referenced during the bilingual "Bring Your Parent to School Night" on October 2, 2008. Their input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: SCHOOL OVERVIEW

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

Technology

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

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

SECTION 1: SCHOOL OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Reading (low-income students). So, we are not identified as a "School in Improvement."

Title I status

This school receives Title I funds.

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

SECTION 1: SCHOOL OVERVIEW

Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1	<p>What type of needs assessment did we conduct, to determine C-SIP goals?</p> <p>At Collaborative team meetings (8/2/08 ,9/10/08 and 9/2/08) and in our Building Leadership Team (BLT) (9/10/08) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area (9/10/08)</p>
2	<p>What reform strategies are we using to improve student learning?</p> <ul style="list-style-type: none"> • We set the following goal on 9/10/08: In the academic year '08-'09 Graham Hill will reduce the percentage of office referrals on African Americans for disrespect/defiance/ insubordination from 54% of the total number of office referrals to 39% of the total number of referrals for disrespect/defiance/insubordination. • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals. We are now an ALO school.
3	<p>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?</p> <p>Teachers: Yes. This information was made available to all parents in the fall.</p>
	<p>Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.</p>
	<p><u>Correction plan.</u> Not Applicable.</p>
4	<p>How are we providing staff with professional development that is high-quality and ongoing?</p> <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	<p>What do we do to attract and retain high-quality, highly-qualified staff?</p> <p>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.</p>
6	<p>What do we do to increase parent involvement?</p> <p>Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.</p>
7	<p>How do we assist students transitioning into and from our</p> <ul style="list-style-type: none"> • We hosted an event for pre-schoolers, kindergartners and their families to meet our kindergarten team during official tours in January and February of '08. Additionally we have an ice cream social

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

SECTION 1: SCHOOL OVERVIEW

	Component	How school has addressed each Component
	school?	<p>each June for new families and host several play dates on the playground throughout the summer so new families can network with current families.</p> <ul style="list-style-type: none"> • We publish any middle tour information received by our school. In addition, we welcome any middle school counselors or principals to come speak with our 5th grade students in the Spring. • In the past, a mother of a 5th grade graduate came to talk to current 5th graders about the school her daughter attends. This was very helpful to students to understand the transition process that they will all be going through. This is welcome again, but nothing has been scheduled yet.
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility:

math teachers, math coach, principal

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

The percentage of 1st-5th grade students will increase their scores in Number Sense by 20% as measured by the 2009 EDM pre and post tests and the District Benchmark 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>
Math enrichment	•1 All students	Sept.'08-June '09	Teachers and Math coach	math games. flexible grouping, part 3 of the EDM lessons, tutors and after school programs
Teacher collaboration	•2 All Students	Sept.'08-June '09	Teachers and Math coach	walk to math and after school PD with Leschi elementary
Differentiated instruction	•3 All students	Sept.'08-June '09	Teachers and Math coach	Part 3 of EDM lessons, math centers. tutors, small group instruction

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>
WASL	3rd-5th grade students	teachers and math coach	Help us to re-evaluate our C-SIP goal.
EDM pre-post tests	3rd-5th grade students	teachers and math coach	Inform instruction and help with flexible grouping
District baseline testing	3rd-5th grade students	teachers and math coach	In form instruction and evaluate student progress.

Note: Please delete or add rows as necessary

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
EDM partner school collaboration	teachers	4 times in the '08-'09 school year	Meeting with Leschi teachers for collaboration around assessment and instruction as led by the 3 math lead teachers
Math Coach support	teachers and math coach	ongoing throughout the '08-'09 school year.	Determined by teachers and coach as needed.

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 Math Night	All K-5 families	1 time per year	Math Coach/ principal/Teachers	Familiarizing families with EDM math curriculum through EDM math games.
After School programs	Teacher identified students	Tuesdays and Thursdays from 3:30-5:30 p.m.	Mekong Kids! Communities In Schools	Math All Stars: identified students needing extra support. Homework Club
Communicate regularly with families through the EDM family letters and home study links.	All K-5 families	1 x per unit for family letter. Daily/Study link	teachers	Regular written family communication and nightly homework designed to invite family support.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Writing

Lead Responsibility:

Primarily 4th grade teachers, Powerful writers staff developer, and all teachers of writing

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

The percentage of 4th grade students scoring proficient or higher in writing will increase from 57% to 75% by the end of the school year as measured by the WASL administered in April 2009.

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>
School-wide Powerful Writer's program	K-5 students	Sept. - June	PW staff developer and teachers	Teachers will instruct students using the Writer's Workshop model and Powerful Writer's strategies for a minimum of 4 days a week for 45 minutes a day. This time will include mini lessons, focused writing time and sharing of work in progress and/or published work.
Implementation of fictional prompts through the Powerful Writer's program	3rd and 4th grade students	October - April	PW staff developer and teachers	P.W. staff developer will provide modeling and training for teaching students how to effectively write to a fictional prompt. Teachers will instruct students how to write to and score previously released WASL prompts.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teaching writing conventions	K-5 students	Sept. - June	All teachers school wide	Teachers will provide time to teach grade appropriate spelling and punctuation for all writing. The Powerful Writer's program will teach conventions within the workshop model and teachers will provide additional lessons as part of language arts instruction.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WASL writing assessment in April 09	All 4 th grade students	Assessment coordinator and 4 th grade teachers	<ul style="list-style-type: none"> • The level of proficiency of our bilingual and Title I students. • Those not reaching proficiency will be given additional opportunities to improve writing in 5th grade. • Practicing writing for the science WASL will help improve expository writing.
Sample writing prompts provided by the OSPI website	All 4 th grade students	4 th grade teachers	Teachers will instruct students how to score previously scored work as well as practice how to write to a prompt using the narrative and expository format.

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>	
Powerful Writers Training	Selected staff	Tuesday after school debriefings throughout the year.	Powerful Writers staff developer outlines lessons for the week in collaboration with staff and troubleshoots Writer's Workshop problem areas.
Powerful Writers modeling in class by staff developer	Selected classrooms	Once per week throughout the year	Powerful Writers staff developer models for the teacher and the class how to do a prescribed lesson.
Powerful Writers all staff workshop	All teachers and support staff	Twice per year	Staff developer addresses specific writing topics such as conferencing.

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>
Young Author's Day	All Graham Hill families	Spring 2009	Arts Committee	On Young Author's Day family and community members assemble with small groups of students providing an audience for students to share their published work. In the evening all student work is on display for a grand celebration of creative work.
Starbucks Reading Nights	All Graham Hill families	Tuesday evenings	Powerful Writer's Staff	On selected Tuesday evenings, students gather at the Columbia City Starbucks to read their published work in the presence of families, community members, and school staff.
Tutors	Employed community members	Several days throughout the school week	Classroom teachers and Powerful Writers staff	Periodically tutors work with selected students in a conference format to offer support, instruction, and remediation of writing skills. Training on running writing conferences is offered through the Powerful Writers program.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Reading

Lead Responsibility:

Principal, Classroom teachers, Tutors

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

75% of 1st grade African American students will perform on grade level on the Spring '09 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>
Identify below standard students in effort to provide individualized intervention	<ul style="list-style-type: none"> •All students K-3 who do not pass the DRA or DIBELS test. 	Sept.-June 2-3 times a week	Teachers of reading, principal, tutors	Students will be identified in the Fall by the DIBELS and Spring '08 DRA scores. Tutors will work with students 1:1 with the Sound Partners tutoring program.
Identify below standard students in effort to provide individualized intervention	<ul style="list-style-type: none"> • 4th and 5th grade students not passing the 2008 reading WASL 	Sept.-June 2-3 times a week	Teachers of reading, principal, tutors	Identified students will receive 1:1 tutoring

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify below standard students in effort to provide individualized intervention	<ul style="list-style-type: none"> All students K-3 who do not pass the DRA or DIBELS test 4th and 5th grade students not passing the 2008 reading WASL 	Sept.-June 2 times a week	Communities In Schools tutors and Mekong Kids!	After school tutoring programs
Identify above standard students and provide enrichment opportunities	<ul style="list-style-type: none"> Students proficient on reading WASL and Spectrum/APP identified students 	Sept.-June daily in class After school Learning Centers	classroom teachers Powerful Schools	As an ALO school teachers will differentiate instruction to challenge gifted students. Enrichment opportunities will be provided after school by Powerful Schools learning centers.

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>
DIBELS and DRA	All K-3 students 3 times a year with the DIBELS. DRA is administered in the Spring for K and 1st grade students and twice a year for 2nd grade students.	Classroom teachers and tutors	The results will inform us of student progress, the area of focus and when each student can exit the program.

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>	
DRA test administration and scoring	classroom teachers	Fall '08	Teachers are requesting DRA training to ensure consistency with administration and scoring of the DRA.
DIBELS training	tutors	Fall '08	New and returning tutors need training in the administering and scoring of the DIBELS.
Sound Partner training	tutors	Fall '08	Tutors need training in how to use the new Sound Partners Tutoring program

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent/Teacher Conferences	•All Families	Formally in November or whenever needed	Classroom teachers and parents	During conferences parents will be presented with the testing results and whether their child is in need of extra tutoring.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

Principal, Classroom teachers, Lead science teachers, ESL teachers

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

The percentage of 5th grade students scoring proficient or higher in science will increase from 44% to 67% by the end of the school year as measured by the WASL administered in April 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement school wide use of the NSF science kits adopted by the SPS	·All students not on grade level in reading (vocabulary) specifically our ESL students.	Science vocabulary used daily by classroom and ESL teachers	ESL and classroom teachers and the science lead teachers	All teachers need to be using the NSF kits each trimester. Identified science vocabulary needs to be displayed on a word wall and used daily in context.
Increase participation in WASL prep classes	All students	As determined by district PD calendar	Science lead teachers	At least one staff member representative per grade level team will attend WASL preparation classes with the intention of providing support to his/her colleagues.

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>
Science assessment Teacher observation	All students focusing on ESL students	Classroom and ESL teachers and science lead teachers.	We will be able to understand and review the use of science vocabulary and create interventions as needed.

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>	
Science initial kit and science writing classes	All new teachers All teachers of science	trimesters with each new kit Every other year to refresh teaching strategies	Science classes offered by SPS

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 Science Night	•All Families	Spring	Lead science teachers, classroom teachers, students, principal	Each classroom will present the science kit they are using in the Spring. Student journals, with science vocabulary highlighted, will be displayed.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Disproportionality

Lead Responsibility:

Principal, Counselor, Support staff, Teaching staff, SIT, BLT

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

In the academic year '08-'09 Graham Hill will reduce the percentage of referrals on African Americans for disrespect/defiance /insubordination from 54% of the total number of referrals to 39% of the total number of referrals for disrespect/defiance/insubordination.

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>
Anti-Bullying, Problem Solving and Positive Discipline programs	●All Students	All Year	Principal, Counselor, Support staff, Teaching staff, SIT, BLT, Positive Discipline mentor	Classroom teachers regularly hold class meetings. Counselor presents Anti-Bullying curriculum to each classroom. All staff have Positive Discipline training.

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>
SWIS data	All students especially those with a disproportionate number of office referrals	Any staff member or bus driver can write an office referral. Principal takes action on the referrals Office assistant inputs data into the SWIS system All staff review data monthly	The discipline data team looks at the data monthly and reports to the staff. We can tell which students are getting more referrals, where is it happening, time of day, ethnic and gender breakdown and possible motivation. We then use this data to help us create interventions.

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>	
Positive Discipline workshop	All staff: certificated and classified	Yearly in the Fall	What constitutes an office referral Solutions vs. Consequences Interventions Classroom meeting format
SWIS Data	All staff	Monthly	Discipline data team looks monthly at SWIS data and brings new trends, ideas to the staff.

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>
Parenting From the Heart	•All Families	1 x week for 6 weeks twice a year.	Counselor and ESL IA's	Parents are invited to enroll to learn strategies to help with positive parenting.

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>
Mandarin	To offer all students in grades K-3 the opportunity to learn a new language	Mandarin teacher travels to each K-3 classroom teaching Mandarin during math time.
Advanced Learning Opportunity (ALO)	To offer all students K-5 challenging opportunities whether they are Spectrum/APP identified or not.	After school Learning Centers ALO report card Challenging curriculum options for all students especially our identified gifted students
Autism/Inclusion	Increase communication and collaboration between special education and general education teachers.	Provide time for staff to collaborate and share ideas and teaching strategies for teaching our students with Autism
Multicultural Infusion Project (MIP)	To network with and bridge the gap to our under represented families.	We are in the 2nd year of MIP funded by a Department of Neighborhoods Grant. We began with a focus group last year indicating to us what families needed/wanted from the school. We are offering classes and other learning opportunities that build trust with families so we can work as a team for academic success for their children.

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
Reading	Identify below standard students in an effort to provide 1:1 tutoring (tutors)	\$14,322	Yes	LAP	
Reading	Identify below standard students in an effort to provide 1:1 tutoring (tutors)	\$4,000	Yes	PTA	
Reading	Identify below standard students in an effort to provide 1:1 tutoring (Sound Partner Curriculum)	\$ 1,800	Yes	Title 1	
Reading/Math	Provide after school bus transportation so all students can take advantage of the after school tutoring and extended learning opportunities	\$6,000 est.	Yes	PTA	
Writing	Powerful Writers program	\$10,000	yes	PTA	
Disproportionality	Counselor provides children's groups for grief, anger, and friendship. He also facilitates parenting classes and SWIS data team and student conflict managers.	\$43,885	yes	Title 1 and baseline budget.	
Math	Provide EDM support in curriculum and assessment to staff. (.5 Math Coach)	\$20,000 est. I can't find this on any salary schedule. Again done centrally.	yes	SPS	
Math/Reading	Provide after school math and reading classes to prepare for the WASL. Project Excel	I have no idea. This included 4 teachers, training, after school busses and curriculum. This was all done centrally.	yes	SPS	

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
Kids Company	Before (7-9 a.m.)and after (3-6 p.m.)school care Full day preschool	year round	N/A	N/A	
Powerful Schools	After school learning centers Bus transportation provided for equity reasons	2 times a week	\$6,000 est.	PTA	
Powerful Writers	Writers Workshop In class mentoring of teachers to improve student writing	Writing is daily Mentor is one time a week	\$10,000	PTA	
Mekong Kids!	After school tutoring	Daily	N/A	N/A	
Communities In Schools	In class tutoring, student supplies, evening family activities, <u>1st and Goal</u> , goal setting with student	Two times a week tutoring	N/A	N/A	
Pacific Northwest Ballet (PNB)	Discover Dance opportunities for third grade students	Discover Dance is three month residency.	Grants	National Endowment for the Arts and others	
Pacific Northwest Ballet (PNB)	Dance Chance for selected students	Dance Chance is two times a week	Grants	Poncho, Pemco, Moyer Foundation and others	

Note: Please delete or add rows as necessary