

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

GREENWOOD ELEMENTARY

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September 2008



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Revision History

Revision Number	Date	Comments
Original	September 29, 2008	The following plan will be monitored and adjusted during 2008-09
#1	October 3, 2008	
#2	October 29, 2008	Edits by Office of School Improvement
#3	November 26, 2008	Edits by Office of School Improvement
#4	December 4, 2008	C-SIP Peer Reviews
#5	December 5, 2008	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: Each child is capable and unique and therefore must be provided with intellectually challenging and enriching, outcome-based educational experiences.

MISSION: To support the intellectual and social/emotional development of each child through discovery, collaboration, service learning, and to foster respect of self, others, and the environment.

Greenwood is committed to providing quality education for students in a collaborative environment that involves the entire school community. We celebrate the diversity of our students and families. The staff is committed to ongoing professional development in the areas of literacy, math, and positive discipline. Students are encouraged and taught to exhibit outstanding citizenship. We offer art and music with instrumental music being taught at grades 4 and 5. Greenwood is also a “Green” school that offers an environmental focus. A reading specialist, literacy coach and tutors provide reading and math support for students.

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	Student achievement in math is an area of needed growth.	A common curriculum, common pedagogy and language, and common assessments will be implemented using Every Day Math. Students will learn how to approach problems and reach plausible solutions. Writing instruction will be more thoroughly administered to better assist students in their ability to succeed on the Washington Assessment of Student Learning. Professional development in the area of math will be provided.
2	Increased achievement and attendance is needed among students facing socioeconomic challenges	Pre-assessments will be given during the first two weeks of school to target students in need of additional support. Ongoing assessments and additional academic support will be provided to those students most in need. Students will be rank ordered by formal and informal assessments administered. Professional development in addressing students with social economic challenges will be provided.
3	Student growth in writing appears to better assist students in their overall academic achievement.	A writing block will be established with a minimum of 40 minutes daily for writing instruction. Professional development in writing instruction will be provided to staff. The literacy coach will participate in assisting staff with planning and implementing effective writing strategies to enhance teaching and learning.

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SECTION 1: SCHOOL OVERVIEW

4	The education reading gap needs to decrease between those facing socioeconomic challenges and their peers. Students reading readiness will better facilitate students overall achievement.	Teachers, K – 5, will plan and implement a balanced approach to teaching reading. Instruction will include independent reading, guided reading, read aloud and Reader’s Workshop strategies. All grade levels will spend 90 minutes daily in different types of reading instruction. Formative and summative assessments will be given to monitor student progress. Differentiated and rigorous instruction will be delivered to all students. Students consistently not meeting standards on assessments will be given classroom-based interventions. Those needing further assistance may be supported through Title I/LAP, reading tutoring, and/or special education support.
5	Increased opportunities for student success are needed, particularly for those facing socioeconomic challenges.	Art is vital in the development of the whole child’s educational experiences. The Arts will be an essential embodiment of the school community and weekly integration of the Arts into each classroom will occur utilizing Artists in Residence.

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
MATHEMATICS	Overall, student achievement needs to increase in this area. WASL trends in math, CBAs, portfolio work, and feedback from staff with respect to student achievement warrants emphasis in this area.	At least 70% of Greenwood’s students will meet or exceed the Math standards in 2009 as measured by the 4 th grade WASL, an increase from 45.7% in 2008.
WRITING	Improvement in this area should better assist students and their overall student achievement.	At least 75% of Greenwood’s students will meet or exceed the Writing standards in 2009 as measured by the 4 th grade WASL, an increase from 71.4% in 2008.

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

SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
READING	We believe this area is the foundation for student academic success.	At least 80% of Greenwood's students will meet or exceed the Reading standards in 2009 as measured by the 4 th grade WASL, an increase from 77.1% in 2008.
STRENGTHENING RELATIONSHIPS	Strengthening relationships with students and their families will subsequently help to increase student attendance and achievement.	Students overall attendance rate will increase from 91.7% to 95% by June 2009.
ARTS	The arts provide a means of enrichment and increased opportunity for student success. It will address and promote the multiple intelligences students are gifted with.	100% of Greenwood students (K-5) will be immersed in the arts curriculum at least once per week with Artists in Residence and their classroom teacher.

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.

This continuous school improvement plan will help to accelerate the achievement of all students and contribute to decreasing the education gap existing in our school district, particularly with students of color and those having socioeconomic challenges.

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?

We are a Positive Discipline school with all staff being trained in using the positive discipline approach. Based on the discipline data provided by SWIS, there was no disproportionality in student referrals or suspensions. About half of our student population is minority. All K-5 teachers will receive formal training in writing instruction and implement Writer's Workshop strategies this year. The EveryDay math curriculum is implemented with team members collaborating to discuss the pacing and delivery of daily lessons and assessments. Three internal math trainers will provide assistance under the guidance of central administration. Guided Reading, Daily Five, and Reader's Workshop strategies are also being implemented in K-5 classrooms. A math, writing, and reading block are embedded in the master schedule for each teacher and their students.

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:	Our school Building Leadership Team consists out of the principal, principal designee, an intermediate teacher, the building SEA representative, a primary teacher, one specialist, an office staff member, and three parents including PTA representatives. Greenwood's building leadership team leads the ongoing process of a comprehensive school review with the school community including analyzing data such as the Washington Assessment of Student Learning, district and classroom based assessments.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	C-SIP goals, strategies, and activities include input from Greenwood parents including three parents serving as Building Leadership Team representatives. Segments of our Continuous School Improvement Plan was presented on October 2, 2008 at the Open House. It was also presented at the first PTA meeting on September 16, 2008. These events both included parents for whom English may not be the primary language spoken at home.
	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>	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

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

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

SECTION 1: 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) and in Math (low income students). So, we are not identified as a "School in Improvement."

Title I status

This school receives Title I funds.

Title I Targeted-Assistance Program 8 Components

	Component	How school has addressed each Component
1	What type of needs assessment did we conduct, to determine C-SIP goals that help targeted students meet standards?	<ul style="list-style-type: none"> • In our Building Leadership Team (BLT), we analyzed student achievement data from WASL and classroom-based assessments on August 26, 27, and 28, 2008. Then we developed data-based SMART goals for student growth every major goal area on September 10, 18 and 24, 2008. • Teachers and parents/community representatives are included in BLT decision-making. • 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).
2	How have we included plans for our targeted students, into our existing plans?	Our SMART goals include strategies and expected learning outcomes for our targeted students. These goals, strategies and outcomes are part of our comprehensive school improvement plan (please see Section 2: Major Focus Areas, and Section 3. Other Areas of Focus).
3	What effective programs are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on August 26, 27 and 28, 2008. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on June 18, 2008. • 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. • Please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus for details on programs and activities we're implementing to strengthen our core academic program.

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

SECTION 1: SCHOOL OVERVIEW

Component	How school has addressed each Component
4 How do we coordinate targeted-assistance program with our general-education program?	<ul style="list-style-type: none"> • Our school day is scheduled so that targeted students receive learning opportunities in concert with differentiated instruction and a flexible program model that adapts to student needs. • We hosted events for pre-schoolers and their families to meet our kindergarten team and tour the school on 1/10/08, 1/17/08, 1/24/08, 2/5/08, 2/12/08, and 8/28/08. • We have the middle school counselors and or principal visit our school in the Spring to provide students with some insight as to how they will transition from elementary school to middle school. • We publish the middle school tours schedule in our news letter and remind our parents to take advantage of the open enrollment process. • 5th grade teachers provide information to students on Middle School expectations. • We also hold an evening program inviting principal, parents and students (past and present) for a presentation and q & a session during open enrollment.
5 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. All of our teachers are considered Highly Qualified in their teaching area. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. All of our Instructional Assistants meet the criteria for being highly qualified. This information was also made available to all parents in the fall.
	<u>Correction Plan.</u> Not applicable
6 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 indicates 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 coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials and instructional practices.
7 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.
8 How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #8 below.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: MATH

Lead Responsibility:

Individual Teachers, Grade Level Teams, Math Trainers and Principal

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

At least 70% of Greenwood's students will meet or exceed the **Math standards** in 2009 as measured by the 4th grade WASL, an increase from 45.7% in 2008.

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>
Administering WASL math release items to increase student skills in math concepts and operations	<ul style="list-style-type: none"> • All Students 	In the spring of each year.	Intermediate Teachers Math trainers	All staff including principal will participate in cross-grade and common grade-level planning. WASL items will be printed out and reviewed with grade level teams. Specific WASL items relating to student needs will be administered. Teachers will review and practice math release items of the WASL to assist students, increase their ability to understand, and explain math concepts and operations.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teach problem solving strategies to increase students mathematical understanding	<ul style="list-style-type: none"> All Students 	September through June	K-5 Teachers Math Trainers	All K-5 teachers will collaborate with each other in their data teams each month to discuss and plan math strategies. Teachers will engage students in practice on how to approach problems and reach plausible solutions.
Use ongoing and frequent assessments to monitor and adjust instruction	<ul style="list-style-type: none"> All Students 	Fall, Winter and Spring	K-5 Teachers Math Trainers	All K-5 teachers will collaborate with each other in their data teams on a monthly basis to discuss student strengths, needs, and plan math assessments. Teachers will conduct Pre-Mid & Post assessments in Math to identify areas of strength and needs of students.
K-5 math alignment among all classrooms of each grade level	<ul style="list-style-type: none"> All Students 	September through June	K-5 Teachers Math Trainers Principal	All K-5 teachers will utilize the EveryDay math curriculum. Math vocabulary will be reviewed the students and math word walls will be created by each teacher. Grade level teams will discuss and examine individual math word walls for classroom consistency. Teachers will implement a common curriculum, common pedagogy and language, and common assessment, using EveryDay Math.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase the amount of time spent each day with math to increase Number Sense and Computational Fluency	<ul style="list-style-type: none"> All Students 	September through June	K-5 Teachers Math Trainers Principal	A 15 min. block will be created in the master schedule for daily K-5 instruction in computational fluency and number sense using the Singapore math curriculum. Teachers will help students develop computational fluency skills and number sense through the Singapore math curriculum.
Provide supplemental math support to accelerate under-performing students.	<ul style="list-style-type: none"> Students who fall below standard based on Every Day math (EDM) and WASL assessments will be targeted. 	Beginning September of each year	Title 1 teacher & Tutors Sped Staff	Students who fall below grade level are discussed with common grade level teams both horizontally and vertically in collaboration with special education and Title 1 specialists. Title I/LAP and Special Education teachers and tutors will provide supplemental instruction to those identified with academic needs.
Create Student Learning Plans for students needing individualized support to accelerate learning	<ul style="list-style-type: none"> Students who fall below standard based on EDM and WASL assessments will be targeted. 	Beginning September and October of each year	Title 1 Specialist and Classroom Teachers	Students who fall below grade level are discussed with common grade level teams both horizontally and vertically. Individual student learning plans are developed by regular education teachers and/or the Title 1 specialist. Individual student learning plans will be created for student acceleration as stipulated by state and district regulations.

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>
Ongoing data analysis, student progress based on formal and informal assessments, principal walk-throughs, data teams, all-staff data analysis and discussion Staff analysis and a review of the data will indicate whether students benefited from intensive, targeted strategies, and aligned curriculum.	All students are assessed continuously to monitor student progress and to adjust instruction and the school program accordingly.	Data Teams Principal Individual teachers	Increased student achievement is expected and a differentiated school program and lesson delivery in each classroom is also expected as instructional and program delivery is provided based on student learning 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>	
Math Trainers will facilitate professional development in math in conjunction with a neighboring school.	All teachers and classroom specialists	At least four times per year	Greenwood math trainers and staff members will team with Whittier elementary to participate in professional development with guidance from the central office math apartment.
Teachers will plan together in reviewing and sharing effective math strategies in support of the math goals so that students will be successful at attaining grade-level expectations and benchmarks in math.	All teachers and classroom specialists	Between 60-90 minutes each month	Horizontal and vertical grade level teams will collaborate with specialists to review and plan math curriculum, instruction and assessment.

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>
Including parents in math extension activities Creating a web site link for parents to access daily math activities.	<ul style="list-style-type: none"> • All Students 	Beginning in September	Classroom Teachers/Math Trainers	Math extension activities will be provided for all students regardless of their current learning level. This will include students below, at, or above grade level.
Provide family math nights, parent math dictionaries and materials to assist students at home.	<ul style="list-style-type: none"> • Students below grade level 	Fall distribution of parent materials. All parent meetings 2-3 times per year.	Title 1 Specialist Principal	The Title 1 specialist will meet with parents of students needing acceleration on specific family nights. The principal will access math materials for parents to work with the children at home.
Family support with basic needs to help students become school ready	<ul style="list-style-type: none"> • Students Below Standard 	September - June	Family Support Worker	The family support worker will help provide families with their basic needs so that children below standard can better focus on their academics.

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:

Individual Teachers, Grade Level Teams, Literacy Coach and Principal

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

At least 75% of Greenwood’s students will meet or exceed the **Writing standards** in 2009 as measured by the 4th grade WASL, an increase from 71.4% in 2008.

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>
Targeting writing instruction among K-5 teachers that will address specific student learning needs	<ul style="list-style-type: none"> • All Students 	Beginning September	K-5 Teachers Literacy Coach Principal	Teachers will choose curriculum and strategies, using Writers Workshop, Daily Oral Language and reading and writing integration. Also, children’s literature, using school wide prompts, and expository writing in science and literature.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Differentiated writing instruction to add variety and rigor in students' writing acquisition	<ul style="list-style-type: none"> Advanced Learners 	September - June	K-5 Teachers, Literacy Committee, Literacy Coach, Principal	Teachers will provide activities to support advanced learners: increase vocabulary using Writer's Workshop, science notebooks, and extended Writing activities and assignments
School wide writing prompts and assessments to better align K-5 instruction and teacher expectations for student writing at each grade level	<ul style="list-style-type: none"> All Students 	September - June	K-5 Teachers, Literacy Committee, Literacy Coach, Principal	Staff will conduct pre-mid & post assessments in Writing to identify areas of strength and needs of students. School wide assessments will be used as well as activities relating to journal writing; daily prompts, and subject integration. Student portfolios will be created.
Individualized and small group writing instruction to assist students in accelerating their learning	<ul style="list-style-type: none"> Students below standard 	September - June	Title 1 Specialist, tutors and Sped Staff	Title I/LAP and Sped teachers will provide supplemental instruction to those who qualify for their services.

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>
Ongoing data analysis, student progress based on school wide prompts, writing assessments both formal and informal, principal walk-throughs, data teams, all-staff data analysis and discussion	Students below grade level, at grade level and above grade level.	K-5 Teachers and Specialist, Literacy Committee, Literacy Coach, Principal	The initial assessments should provide baseline data to provide teachers the knowledge to address their student’s strengths and areas of need. Instructional and team planning and delivery should be based on the individual and group needs within each classroom and grade level.
Staff analysis and a review of ongoing classroom writing projects as well as WASL data will indicate whether students benefited from targeted strategies and an aligned curriculum.	All Students below, at and above grade level	K-5 Teachers and Specialist, Literacy Committee, Literacy Coach, Principal	Additional writing support will be promoted for students below standard through parent support, individual attention and group work.

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>	
Collaboration and Planning to Increase Instructional Capacity	K-5 Teachers, Specialist, Literacy Coach, Principal	Between 60-90 minutes per month	Teachers will learn and share expertise in writing instruction as they plan for horizontal and vertical alignment.
Ongoing PD in Writer's Workshop and implementing Units of Study (Lucy Caulkins)	K-5 Teachers, Specialist, Literacy Coach, Principal	Beginning in October Daily Writing Lessons in 40-45 min Writing Block	Teachers will participate in acquiring instructional strategies that enhance their ability to support student growth in Writing. Daily Growth will occur as teachers begin implementing the Units of Study and Writer's Workshop strategies in their daily lessons.

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>
Curriculum Nights and Literacy Events will be held for parents to support student academic growth	<ul style="list-style-type: none"> All students Students Below Standard 	September-June	K-5 Teachers Specialists, Principal	Curriculum nights and literacy events for parents will emphasize reading to foster an active partnership in an effort to support student growth and achievement outside of the classroom.
Strengthen 826 writing partnership to increase student writing skills	<ul style="list-style-type: none"> All students 	Beginning in August	Principal K-5 Teachers Literacy Committee	We will seek support from the 826 writing agency to provide writing field trips for students. The principal, teacher leaders and the Literacy committee will promote researched-based instructional strategies that teachers can use.
Seeking committee assistance for resources to provide additional classroom support	<ul style="list-style-type: none"> Students below standard 	Beginning in September	Principal K-5 Teachers Family Support Worker	We will seek financial support from the PTA and other agencies for additional tutor support and classroom materials for writing instruction.
Support families facing socioeconomic challenges	<ul style="list-style-type: none"> Students Below Standard 	September - June	Family Support Worker	The family support worker will help provide families with their basic needs so that children below standard can better focus on their academics.

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:

Individual Teachers, Grade Level Teams, Literacy Coach and Principal

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

At least 80% of Greenwood's students will meet or exceed the **Reading standards** in 2009 as measured by the 4th grade WASL, an increase from 77.1% in 2008.

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>
Guided reading strategies at primary and intermediate levels to support balanced literacy	<ul style="list-style-type: none"> All Students 	September - June	K-5 Teachers Literacy Coach	Small group work will occur in a structured manner for students needing acceleration in specific areas of reading and those that are advanced readers. Teachers will use guided reading strategies to better work with students of similar needs.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Balanced Literacy at primary and intermediate levels to support reading and writing using best practices	<ul style="list-style-type: none"> All students 	September - June	Individual Teachers, Literacy Coach, Principal	Reading will be promoted through supporting and engaging in a wide variety of literature and nonfiction. Teachers will collaborate and agree on the appropriate literature and nonfiction. They will assess all students, especially K-2 grades (DRA).
School wide reading initiatives to support student reading acquisition	<ul style="list-style-type: none"> All students 	September - June	Librarian Principal	School Wide Reading Logs, Reading Is Fundamental (RIF), Drop Everything and Read (DEAR), Global Reading Challenge, and a Book Fair will be coordinated by the Librarian and celebrated school wide. The librarian will assist with independent student projects, and provide instruction in Big 6 research methods, library skills and technology. Students will be recognized in June for their Read-A-Million words accomplishment.
Reading Tutors to support individual/group reading instruction	<ul style="list-style-type: none"> Students Needing Acceleration 	October - June	Title 1 Specialist Literacy Coach Principal	Expand Lap Tutor Program to teach K emergent reading group and/or intermediate highly capable group. Utilize AmeriCorp and Vista workers to tutor and provide Summer Reading program.

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>
Staff will conduct Pre-Mid & Post assessments in Reading to identify areas of strength and needs of student, especially in the K-2 areas.	Fall, Winter, and Spring assessments. All students will be targeted. Sept - June	K-5 Teachers and Specialist, Literacy Committee, Literacy Coach, Principal	The initial assessments should provide baseline data to provide teachers the knowledge to address their students' strengths and areas of need. Team planning and instructional delivery will be based on the individual and group needs within each classroom and grade level. Review of DRA, CBA's, and WASL data will indicate whether students benefited from targeted strategies.

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>	
Increasing Instructional Capacity in reading	K-5 Teachers Literacy Coach Principal	Biweekly Team Meetings Biweekly Staff Meetings	Teachers will regularly learn and share expertise in reading instruction within their grade level teams in collaboration with the literacy coach and principal. Staff will reactivate curriculum maps to provide them with direction. We will schedule daily un-interrupted grade level reading blocks school wide and continue the progress made in teaming and trust building.
Balanced literacy	K-5 Teachers, Literacy Coach, Principal	Staff Meetings, Early Dismissal Days, Waiver Days and Team Meetings.	The literacy coach will share knowledge in balanced literacy with the Greenwood staff. Follow-up discussions will occur at staff meetings and within grade level teams.

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>
20/20 school wide reading log initiative to engage parents in reading with their child	<ul style="list-style-type: none"> • All students 	September - June	Librarian	The 20/20 Reading Program will involve parents in their children's independent reading on a daily and monthly basis.
Curriculum Nights and Literacy Events will be held to assist parents in supporting student academic growth	<ul style="list-style-type: none"> • All students • Students Below Standard 	September-June	K-5 Teachers Specialists, Principal	Curriculum nights and literacy events for parents will emphasize reading to foster an active partnership in an effort to support student growth and achievement outside of the classroom.
Parent conferences will be held by teachers and administration to support students' overall growth	<ul style="list-style-type: none"> • Students Below Standard 	September - June	K-5 Teachers Principal	Teachers will provide specific parents with strategies and materials to work with their children at home.
Family support for families with socioeconomic challenges	<ul style="list-style-type: none"> • Students Below Standard 	September - June	Family Support Worker	The family support worker will help provide families with their basic needs so that children below standard can better focus on their academics.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: STRENGTHENING RELATIONSHIPS WITH STUDENTS AND FAMILIES

Lead Responsibility:

All Staff Members

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

School wide attendance will increase from 91.7% to 95% by June 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>
Increasing staff cultural competence to narrow the education gap	<ul style="list-style-type: none"> Students of color and those facing socio-economic challenges. 	September - June	Equity committee Greenwood staff	Increasing cultural competence will better assist us in strengthening relationships with students and families of color and those facing socioeconomic challenges. The assumption is that stronger relationships will establish a bridge to inspire students and families, and as a result, help to increase student attendance and achievement.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Strengthening relationships with more students and families	<ul style="list-style-type: none"> • Students of color and those facing socio-economic challenges. 	September - June	K-5 Teachers and Staff	Teachers will strive to develop and maintain relationships with students of color and those facing socioeconomic challenges to assure that they see a connection to and with themselves in classroom instruction.
Increasing parent involvement in the classroom to support student growth	<ul style="list-style-type: none"> • Students of color and those facing socio-economic challenges. 	September - June	K-5 Teachers Family Support Worker Principal	Teachers will engage in extensive outreach to bring parents of color and those having socio-economic challenges into the classroom to assist in their child's educational activities, both academic and social.
Developing Student Learning Plans for students needing individualized support to accelerate learning	<ul style="list-style-type: none"> • Students below standard 	September - June	K-5 Teachers	Teachers will work closely with parents of children of color and socio-economic challenges to develop Individual Learning Plans when needed.
Track and Report Disproportionality in Discipline	<ul style="list-style-type: none"> • Students of color 	September - June	Discipline Data Team Office Staff K-5 Teachers	The discipline data team will track and report to the full staff the progress being realized in eliminating discipline disproportionality each trimester.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
All day Student Intervention Team meetings with K-5 teachers to problem solve solutions for under-performing students	<ul style="list-style-type: none"> Students needing academic improvement 	Each Trimester	Principal Student Intervention Team	Three all-day SIT meetings will be convened to further identify children who are not meeting standards or making a year's growth, as indicated by formal assessments and CBA's. Substitutes will be provided to release teachers to attend all day SIT meetings. The electronic SWIS system will be used to compile and produce school wide discipline reports.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District and State Assessments Classroom Based Assessments	Students of color and those facing socio-economic challenges.	K-5 Teachers and Staff	Progress among students of color and those having socio-economic challenges will be closely monitored and assessed on an ongoing basis to help promote student success. Adjustments and interventions indicated in our C-SIP plan will occur for students needing further support.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Attendance at Parent Conferences	Students of color and those facing socio-economic challenges.	K-5 Teachers Family Support Worker Principal	Teachers will have a parent conference sign-in sheet and submit a copy to the principal. This will indicate the level of school wide conference participation with parents of color and those having socioeconomic challenges.
School Attendance	Students of color and those facing socio-economic challenges.	Office Staff K-5 Teachers Principal	School wide attendance will be examined and disaggregated to examine the attendance of students of color and those facing socioeconomic challenges.

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>	
Culturally Responsive Activities and In-service	Greenwood Staff	September – June	Teachers will engage in discussions, activities and readings to increase cultural competence. Sessions to strengthen cultural competence will be built in the yearly professional development calendar.

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>
Increasing parent involvement to support student success	<ul style="list-style-type: none"> Students of color and those facing socio-economic challenges. 	September - June	PTA Principal Greenwood Staff	We will urge the PTA to play an active role in recruiting and engaging parents of children of color and those with socio-economic challenges in school activities.
Additional Support For Families	<ul style="list-style-type: none"> Students with socio-economic and/or emotional challenges 	September - June	Family Support Worker Counselor	The Family Support Worker and counselor will assist students and families needing socio-economic and/or emotional support.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: ARTS ENRICHMENT

Lead Responsibility:

ARTS IN RESIDENCE – PTA - GREENWOOD STAFF

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

100% of Greenwood students (K-5) will be immersed in the arts curriculum at least once per week with Artists in Residence and their classroom teacher.

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>
Incorporate the Arts in the curriculum for student enrichment	<ul style="list-style-type: none"> • All Students 	September - June	PTA, Principal, Greenwood Staff, Various Artists in Residence	Teachers and students are responsible for the success of this activity. The principal and Arts Committee will be involved. Teachers, students, PTA and the Artist in Residence will do the work. The principal will work closely with the PTA and provide the leadership necessary to accomplish this goal.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Expand student participation in Instrumental Music	<ul style="list-style-type: none"> • 4th and 5th Grade Students 	September - June	Intermediate Teachers, Instrumental Music Teacher, PTA, Principal	Instrumental Music will be expanded to include more 4 th and 5 th grade students. Students facing socioeconomic challenges will be provided the necessary instruments to participate. Funding will be provided by the PTA.
Funding Artists In Residence to work with each classroom	<ul style="list-style-type: none"> • All Students 	September - June	PTA Principal	The PTA will obtain Artist-in-Residence opportunities for students. The artists will work with teachers and students to assist them in producing exhibitions, festivals, displays, etc.
Arts integration in school wide events to promote enrichment for students and the school community	<ul style="list-style-type: none"> • All Students 	September - June	Teachers Artist in Residence	There will be various school-wide showcases of the arts. Venues will be set up for exhibitions and performances correlating with special events.
Connecting with the Arts Community	<ul style="list-style-type: none"> • All Students 	September - June	PTA Arts Committee, Librarian, Principal	We will make connections with the broader Arts Community, so that the Greenwood community is reflected in our initiatives. The librarian and principal will work with the PTA Arts Committee to involve the larger arts community at Greenwood. PTA resources will be sought to fund various Artists.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Three or more school wide performing arts celebrations will be held as culminating events to inspire, motivate and showcase student learning of the arts	<ul style="list-style-type: none"> All Students 	November-June	PTA Arts Committee, Librarian, Principal	The Arts Committee will collaborate with the librarian and assembly committee to plan and schedule events. The necessary preparation for the events will occur with parents, students, and staff.

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>
Student Work Parent and Community Feedback State Assessments in the Arts	All Students Students will be assessed as required by state assessments.	Artist in Residence/Principal	Student success in the state arts assessments is expected. High rating of student satisfaction with school is expected in the district wide student survey.

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>	
Consistent Work and Collaboration between Artists In Residence and K-5 Teachers	K-5 Teachers	Weekly through out the school year.	Artist in Residence will work with K-5 teachers and their students on a weekly basis. Teachers will learn the techniques and strategies provided by Artists in Residence to incorporate in their practice.

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>
Seek financial support and business partnerships to support teaching and learning	<ul style="list-style-type: none"> • All Students 	September - June	PTA Principal Librarian	Connections with the broader Arts Community will be made. The librarian and principal will work with the PTA Arts Committee to involve the larger arts community at Greenwood. PTA resources will be sought to fund various Artists.
Performing Arts events for parents to recognize and support student growth and achievement.	<ul style="list-style-type: none"> • All Students 	September - June	Staff PTA Principal	Performing art events will occur to help promote and foster an active parent interest and partnership to support student growth and achievement.

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>
SCIENCE	<p>80 % of all kindergarten students will be able to identify 3 body parts of each pair of animals in the Animal 2x2 unit.</p> <p>80% of kindergarten students will be able to demonstrate concepts of sink, float and absorption. All students will increase expository writing skills through unit notebook entries including hypothesis, collecting data and analyze to confirm hypothesis. Writing rubrics will be used to analyze and examine student work and promote school wide consistency.</p>	<p>All classroom teachers will take professional development for NSF Science and expository writing to match grade level science units.</p>
HEALTH AND FITNESS	<p>Monthly physical education bulletins and a P.E. log will be sent home from the physical education specialist. Our goal is to have 50% of the students complete the P.E. log each month. P.E. logs measure sleep, nutrition, reducing TV time, reducing soda intake, getting the recommended 60 minutes of exercise each day, drinking enough water, and eating a balanced breakfast.</p> <p>5th grade students are taking the required Health and Fitness CBA in the Spring of 2009. Our goal is to have 75% of the students get 75% or above on the Health and Fitness CBA.</p>	<p>Greenwood has a full-time physical education specialist trained to teach the district's new health and fitness curriculum, <i>Five for Life</i>. Physical Education at Greenwood is planned and purposeful and is aligned with the Washington State EALRs for Health and fitness. Greenwood students receive an average of 90 minutes of quality physical education each week. The Greenwood staff understands the close relationship between physical health and readiness to learn and will encourage students to make healthy choices in the lunchroom, on the playground and outside of school.</p>

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
Ongoing Frequent Assessments	Teachers will be provided substitutes in order to administer needed assessments e.g. Fall-Winter-Spring Developmental Reading Assessments	\$4179.00	Yes	GWA0127010 *2043	No
Supplemental Math Support	Small Group Tutoring	\$5298.00 after benefits taken (Title 1)	Yes	Title 1	No
Family Math and Literacy Nights	Distribution of math materials to parents at math and curriculum nights. Literacy events for parents will emphasize reading to foster an active partnership in an effort to support student growth and achievement outside of the classroom. Dinner is included	District Funded Materials	Yes	Title 1 Office	No
		\$1310.00		Title 1 Parent Involvement Funds	No
Reading Tutors	LAP, AmeriCorps, and Vista personnel will tutor individual and/or groups of students needing reading support.	\$8864.00 after benefits taken (LAP)	Yes	LAP – Sound Partners WA. Rd. Corps.	No
All-day SIT Meetings with K-5 Teachers	Three all-day SIT meetings will be convened to further identify children who are at-risk of not meeting standards or making a year’s growth. A roving substitute will be hired to release teachers.	\$350	Yes	GWA0127010 *2043	No
Artists In Residents	Artists in Residence will work with teachers and students in enrichment activities.	No Cost	Yes	PTA	No

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
Washington Reading Corps.	2 AmeriCorp and 1 VISTA employee have been secured by a state grant to tutor students in reading and recruit community volunteers.	September-Aug.	\$10,000	State Funding	2 years
826 Writing Partnership	Volunteers are hired by the 826 agency to help in the classroom and host writing expeditions for classrooms.	September-June	No Cost	Private Funding	Ongoing - Yearly
Artists in Residence	Artists in residence are hired by the PTA to provide Art enrichment for students.	September-June	\$28,500	PTA Funding	Ongoing - Yearly

Note: Please delete or add rows as necessary