

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Highland Park Elementary

Ann Gray, Principal

September 23, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	October 30, 2008	Edits by Office of School Improvement
Revision 2	November 24, 2008	Edits by Office of School Improvement
Revision 3	December 2, 2008	C-SIP Peer Reviews
Revision 4	December 11, 2008	Edits by Office of School Improvement

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

SECTION 1: 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.

It is the MISSION of Highland Park Elementary to form partnerships with families and the larger community in which behaviors are modeled that foster a love of learning and respect for self and others.

It is the VISION of Highland Park Elementary School to create lifelong learners instilled with positive self images and the desire to become responsible and contributing citizens.

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	DRA scores at 1-3 are not consistent with DIBELS data.	Increased emphasis on comprehension strategies and shift to a balanced literacy focus.
2	WASL scores at 3-5 continue to indicate that ESL students are performing significantly lower than non-ESL students	ESL students will be targeted for additional support in all areas. Classroom strategies will include increased oral language fluency practice. ESL students will receive support through an inclusion model in both reading and mathematics.
3	Fourth grade math WASL scores declined from 2007 to 2008 by 14% (non-cohort)	Math coaching focus will be dedicated to adjustments in teaching practices as indicated by on-going data assessments and detailed, focused analysis.
4	Fifth grade student WASL scores from 2008 showed continued growth in all areas since 2006. (Cohort analysis)	Balanced Literacy focus will continue in grades 4-5 and mathematics instruction will continue to be focused on student data and specific need area.

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: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	We are in our final year of <i>Reading First</i> . Our reading data clearly indicates that we must incorporate a more balanced approach to literacy instruction.	Third, fourth and fifth grade students will increase from 59.6% (average of the three grades) to 76.1% meeting the standard on the Reading WASL in the spring of 2009.
Math	The continuation of the implementation of a balanced mathematics curriculum using Everyday Math Intentional focus will be placed on aligning the curriculum vertically and across all grade levels.	Third, fourth and fifth grade students will increase from 52.5 (average of three grades) to 64.9% meeting the standard on Mathematics WASL in the spring of 2009.
School Climate	Research states that students perform better in school when they feel their environment is safe and emotionally supportive	To create a safe, positive school environment that is conducive to learning for all children. We will reduce the number of incidents of violent behavior and bullying by 20% in 2009 as compared to 2008 discipline data.

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.

We are striving for excellence in each and every classroom at Highland Park. To accomplish this goal, we will continue to monitor progress in reading and math to drive our instructional adjustments. We also believe that a safe and nurturing environment contributes to a climate of excellence.

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

SECTION 1: 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?

Our school-wide student expectations impact and influence all focus areas at Highland Park. Our students work daily to: Make Good Choices; Solve problems; and Show Respect.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes one Teacher representative from K-3, one Teacher representative from 4-5, one Teacher representative for non-homeroom Certificated Staff, two Classified Staff members, Head Teacher, Principal and Parent representative. • Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT. We have two parent members on this team. • Our C-SIP was presented at curriculum night on October 2nd and reviewed in the monthly principal newsletter. Parent and community input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (All, Hispanic, Limited English, Special Education, Low Income) and Math (All, Black, Limited English, Special Education, Low Income) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 1.

Title I status

This school receives Title I funds.

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SECTION 1: OVERVIEW

Title I School-Wide Program 10 Components

	Component	How school has addressed each Component
1	What type of needs assessment did we conduct, to determine C-SIP goals?	This assessment took place at Grade-Level Team (GLT) meetings and work sessions held on August 26 th , 27 th , and September 17 th , 2008. Our grade level teams reported back to their respective Building Leadership Team representative, where that group then continued further data analysis. Our BLT includes parents/community and representatives from all groups within the school. We analyzed student achievement data from WASL, DIBELS, EDM assessments and DRA. SMART goals emerged from this process for all areas in our C-SIP. This SMART goal development was done on September 24 th , 2008.
2	What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on August 26th and 27th, 2008. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 26th, 27th, and September 10th, 2008. Work on scheduling appropriate student interventions continues in weekly grade level team meetings. • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.
3	Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	<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	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5	What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These

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SECTION 1: OVERVIEW

	Component	How school has addressed each Component
		activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We participate in all district kindergarten fairs held in January each year. We also hosted a Kindergarten Orientation on August 19, 2008. We also work closely throughout the school year with our Head Start and Early Learning pre-schools to align curriculum and support transition to kindergarten. • Our teachers meet with the 6th grade teachers at Denny in the spring to discuss transitions and student expectations. • Middle school orientation night takes place each spring for parental information. • Our Fifth graders attend a planned event at the middle school in the spring as a transition activity/field trip. • Counselors have students fill out course interest forms in the spring. • Students and parents tour the middle schools.
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.

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SECTION 1: OVERVIEW

School improvement process as a result of AYP Status

Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 1 schools:

- At the start of the school year, families were notified that we are in Step 1 and they were offered the opportunity to transfer to another school in Seattle Public Schools (SPS) that met AYP, at no cost to the family.
- This C-SIP is a revised school improvement plan, to include new data-driven goals targeting academics where we did not make AYP. The C-SIP was completed (subject to ongoing revisions based on student data throughout the year) within three months of OSPI's notification of AYP status of August 28.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility: Principal, Reading Coach ,Literacy Coach

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

- *Third, fourth and fifth grade students will increase from 59.6% (average of the three grades) to 76.1% meeting the standard on the Reading WASL in the spring of 2009.
- *Kindergarten students will increase from 42% of students at benchmark in the fall to 70% at benchmark in the spring as measured by DIBELS.
- *First grade students will increase from 85% of students at benchmark in the fall to 90% at benchmark in the spring as measured by DIBELS.
- *Second grade students will increase from 57% of students at benchmark in the fall to 70% at benchmark in the spring as measured by DIBELS.

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

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

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

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Intervention/Flexible grouping	• K-5	September-June	Reading Coach Classroom teachers Principal ELL teachers SPED teachers	Students grouped based on DIBELS assessment and DRA. The evaluation of the assessment allows students to be placed in appropriate leveled groups, for greater learning and understanding. Through progress, monitoring bimonthly for K-3 and three times per year for 3-5, groups remain fluid and dependent upon student progress. Students will learn grade level state expectations for reading.
<i>Walk to Read</i>	• K-3	September to June	Reading Coach Classroom Teacher Principal ELL Teachers SPED Teachers	K-3 students will be identified through assessment data and grouped according to their instructional needs for reading instruction. A strong emphasis will be placed on fluency and comprehension.
90 minute Reading Block supported by the Reading Coach	• K-3	September to June	Reading Coach Principal Classroom Teachers	90-minute reading blocks for K-3 scheduled within the master schedule ensure sufficient time for reading instruction. Core curricula from district/state reading programs will provide the text, training, and instructional strategies. Teachers will incorporate GLAD and NUA strategies as well to meet the needs of our students.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Reading First Professional Development	• K-5	October to June	Reading Coaches Classroom Teachers	The Reading First Coach will conduct model lessons for K-5 classroom teachers to support the Reading First program model. Specific strategies and lessons will be offered to teams or individual teachers as needed. In addition, debriefing and feedback coaching sessions will follow each modeled activity and/ or peer observation
Guided Reading	• K-5	October through June	Reading Coach Literacy Coach Principal Head Teacher	The literacy coach will work closely with the Reading First coach to model guided reading in classrooms K-5. As we transition to balanced literacy from Reading First, they will model lessons, facilitate teacher observations and conduct professional development.
Guided Language Acquisition Design/GLAD	• K-5	August to June/One Wednesday a month	Classroom Teachers Specialists Principal Head Teacher	GLAD strategies used to support instruction with the creation of specific units by staff within and across grade levels. GLAD units will increase language development and student academic achievement. Examples of implementation of GLAD are demonstrations of collaborative students work activities in the form of pictorials, written revisions, vocabulary walls and chants produced by students.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
NUA Strategies	• K-5	August to June	Principal Reading Coach	Staff members will continue to attend Literacy Initiative professional development sessions that provide teachers with instructional strategies for greater student understanding with thinking maps, taxonomy and think-pair-share tool used for students to exchange information about their learning.
Earobics Software Program	• K-5	October to June	Reading Coach Technology Specialist Classroom Teachers	K-5 students are able to access literacy activities on the computer that focus on phonemic awareness, phonics, comprehension, vocabulary and fluency. Students and teachers monitor student progress and allow students to advance to more challenging activities through tests.
Accelerated Reading /AR Software Program	• K-5	September to June	School Librarian Reading Coach	AR allows students to choose books at their reading level and then test their comprehension of the book by answering questions about the book on the computer. Students and teachers are able to monitor student achievement and progress.
Literature Circles	• Grades 4 and 5	September to June	Principal Reading Coach Classroom Teachers	Literature Circles used at grades 4 and 5 to develop critical thinking skills.

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>
DIBELS Assessments	K-3 grade students	Reading Coach/ K-3 Teachers	The DIBELS will be given three times per year. Baseline data and bi-weekly DIBELS progress monitoring data will be reviewed in grade level teams twice a month to drive instructional grouping and instructional practice
DRA	Grades 2, 4 and 5	Reading Coach/Literacy Coach	This assessment provides baseline data for classroom teachers. The spring assessments reflect growth and progress as well as an opportunity to enhance practice and provide needed targeted support.
WASL	Grade 3-5	Head Teacher	This data is used throughout the school year to analyze, discuss, and address trends in student performance. WASL is also used to align a student's instructional program to meet his/her specific need areas.

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>	
On going Reading First Professional Development	K-3 teachers	*Summer Institute-August *Monthly trainings for coach and selected staff *Modeled lessons and peer observations-ongoing	Summer institute is a three day conference which allows teachers multiple opportunities to re-fine strategies and learn more about approved materials. Monthly meetings are centered around a particular area such as comprehension and/or Strategies for ESL students
Balanced Literacy Training	K-5 staff	Three sessions this year during early release will focus on the components of balanced literacy	The Literacy Coach will present these sessions working with staff on Read Alouds, Interactive Reading, Literature Circles and Guided Reading.
Writers Workshop	Five Highland Park Staff members	August-week long training Three follow-up trainings during the year.	This training will support our efforts toward a more balanced approach to reading and writing instruction.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Book Club	• K-5	Feb-to the end of the year	Community Members Librarian Staff Coordinator	Community members, parents, staff and students will assemble to share their love of a favorite book and discuss attributes about the book that make the book worth reading by others.
Newsletter or Flyer on Reading	• K-5	Once a month	Parent Leader	The parent leader will create a monthly newsletter to keep parents informed of current reading strategies, popular books, grade appropriate book lists and a variety of ways parents can support reading and help their children at home continue to value and enjoy reading.
Multilingual Story-time	• K-5	December	Head Teacher FSW Students	Head Teacher will recruit community members and parents to read children's stories in their native language. The English version is shown simultaneously on a projector as the book is read to the audience in the language of choice for that portion of the event.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Mathematics

Lead Responsibility:

Principal, Math coach

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

***Third, fourth and fifth grade students will increase from 52.5 (average of three grades) to 64.9% meeting the standard on Mathematics WASL in the spring of 2009.**
***Fourth grade SPED students will increase from 0% passing math WASL to 20% passing in spring 2009**
***Fourth Grade ESL students will increase from 9% passing math WASL to 29% passing in spring of 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>
60 minute math block	• K-5	September to June 2008-09	Classroom Teachers, Math Coach, Principal, BLT	60 minute math blocks are scheduled within the master schedule to ensure sufficient time for math instruction
Post mathematical vocabulary	• K-5	September to June 2008-09	Classroom Teachers, Principal, Math Coach	Staff will post mathematical vocabulary in classrooms and use culturally relevant strategies to help students develop mathematical terminology

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Targeted Double Dosing support	<ul style="list-style-type: none"> • K-5 	September to June 2008-09	Classroom Teachers Math Coach Principal	Math tutors will work with targeted students in K-5 during the math block reinforcing and reviewing Everyday Math concepts, strategies and skills. The additional support from the tutors will be based on information accumulated from continuous evaluation of assessment data
Before/after school tutoring	<ul style="list-style-type: none"> • Grade 3 	October to June	Classroom Teachers Math Coach Principal	Students identified as needing additional support from classroom formative and district assessment data will receive a double dose of targeted math instruction using WASL-like practice problems and OSPI assessment resources.
Staff Development in mathematical thinking and content knowledge	<ul style="list-style-type: none"> • K-5 	October to May during early release days	Principal Math Coach Classroom Teachers	Staff will continue to use strategies learned in <i>Developing Mathematical Ideas: Building a System of Tens</i> training by incorporating questioning techniques, reflective dialogue and student learning with their students about mathematical concepts in the daily math lessons.
Everyday Math teaching strategies and games	<ul style="list-style-type: none"> • K-5 	Throughout the 2008-2009 academic calendar	Principal Classroom Teachers Math Coach	Staff will understand and learn the methods, strategies and organizational structure of the Everyday Math curriculum to increase student learning and monitor their progress through Pre- and Post assessments and Principal/Math Coach feedback.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Mathematical learning and reflective logs/journals	<ul style="list-style-type: none"> • K-5 	October to June	Classroom Teachers Math Coach	Students will engage in math discourse with peers about daily math lessons and activities involving math concepts. In addition, students will write in a journal about their own or shared thoughts surrounding their understanding of math for that day.

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>
Every Day Mathematics unit tests/Pre and Post	All students K-5	Math coach	These tests will be used to measure student growth and determine areas for instructional change and specific skill area focus.
WASL	3-5 students	Head Teacher	WASL results are analyzed throughout the year to determine school trends over time which will guide targeted goals and objectives.
District math Assessments	K-5 students	Math coach	These assessments will be used to measure student's growth and progress beginning in the fall. These will be administered three times a year to allow staff opportunity to adjust practice to meet student 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>	
Data Teams	Classroom Teachers	Principal , math coach	Teachers will meet with the math coach monthly to discuss the most current and relevant assessment data. This data will be used to make necessary instructional modifications and identify students for targeted support.
Everyday Math trainings	All Teachers	Four early release dates	The focus of these sessions will be determined by the math department in support of our second year of EDM. The October session will focus on assessment.
Modeled lessons	Classroom Teachers	Throughout the year/as requested	Math coach will model EDM lessons for teachers

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>
Parent Math Workshop	• K-5	Fall, winter and spring	Math Coach	The math coach will teach parents to assist his/her child with the new Everyday Math program by informing parents of homework expectations, ways to help his/her child with homework, demonstrate a variety of mathematical strategies that are taught in the program, math vocabulary and the various take home math games.
Kid Math Night	• K-5	October 29	Staff and parents	Student and parents are invited to attend a math night. The event includes making math games to play at the event and take home for further use. The math games reinforce concepts and strategies taught during class.
Math Club	• K-5	Oct-May	Math Coach Teachers	Contact neighboring high schools to recruit students to volunteer their time to tutor K-5 students in math. Tutors practice and review mathematical operations, play math games, and assist with homework.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: School Climate

Lead Responsibility:

Principal, Head Teacher, Counselor

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

To create a safe, positive school environment that is conducive to learning for all children and to reduce the number of incidents of violent behavior and bullying by 20% compared to 2008 discipline data.

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-bully and anti-harassment lessons	<ul style="list-style-type: none"> • K-5 	September to May 2008-09	Classroom teachers	K-2 teachers will teach the anti harassment program, Second Steps. 3-5 grade teachers will teach the anti bully program, Steps to Respect. The programs provide scenarios, discussion, reflection and problem solving activities.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Cultural Competency	• K-5	September to June 2008-09	Principal, Head Teacher, HP staff	Staff will participate in a book study to guide discussions that will bring staff members to a deeper understanding and sensitivity to the needs of children from poverty and various cultural backgrounds
Spirit Assemblies	• K-5	October to June 2008-09	Principal Head Teacher School Climate Committee	K-5 students will participate in Spirit Assemblies to reinforce positive behavior. Students will perform skits, watch brief videos and hear literature that models and shares appropriate behavior and expectations.
All Day Student Intervention Meeting	• K-5	October and on going as needed	SIT members Nurse Counselor Psychologist	Teacher/Staff identify students as being at risk in academic or social/emotional areas and strategize as a team ways to support students so that the student can be successful at school.
Big Brother /Big Sister Support Program	• K-5	October to June	FSW Teachers	Volunteers meet weekly with identified students at schools to talk and develop a positive healthy relationship with a safe adult.
Scores	• 3-5	September to May	Teachers	Scores is a program that has writing, soccer, and community service components. Students engage in meaningful self-chosen writing assignments. They learn about team building, the rules of soccer, friendly competition and good sportsmanship. Lastly, students find ways to improve and help their community.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Student of the Week	<ul style="list-style-type: none"> • K-5 	September to June	Principal Classroom Teachers	A student is chosen from each classroom weekly for demonstrating student pride

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
What is the assessment instrument and/or method (e.g. classroom observation)?	Which students will be assessed and how frequently?	Who will be responsible for administering the assessment and collecting and reporting results?	What information do we expect the assessment to provide and what actions will be taken as a result?
Student Survey	All students	Head Teacher	The spring 2008 student survey data will be reviewed by staff and compared with spring 2009 survey data. Goals and objectives will reflect this data.
Discipline referrals	Students with referrals	Head Teacher	The head teacher will review all referrals weekly to determine any trends in the data that indicate a need for specific intervention.
District Discipline reports	Students with discipline records	Head Teacher	The data from the district will be reviewed in the fall and spring to guide our student support initiatives.

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>	
Second Step and Steps to Respect Training	All staff	August 26 th /PD day	All staff were trained with bully prevention curricula and given time to plan grade level implementation for 08-09 school year.
All Day SIT	Classroom Teachers SIT team members	Three days in October	Teacher will meet with support staff, principal and other key staff to discuss the social/emotional development of each student in his/her classroom.
Love and Logic	5 teachers	August 18 th and 19 th	Teachers were trained in this approach to classroom managements.

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>
Develop family climate survey	• K-5	Fall and Spring	Parent Leader and ESL instructor	Parent leader and ESL teacher will develop a climate survey for parents to fill out and gather their opinions and feelings on HP providing a welcoming climate and environment.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Adult computer classes	• K-5	TBD	Trainer Technology specialist	Technology specialist or trainer will offer computer classes that will allow parents to utilize the computer as a resource for themselves and their student.
Parent – Teacher Conference training	• K-5	November	Trainer Head Teacher Ias	Head Teacher will facilitate a discussion with parents on parent/teacher conferences. Parents will be able to ask questions and find out valuable information that will make the conference process more friendly, informative and helpful and less overwhelming and intimidating.
Re-establish and communicate expectations	• K-5	October/ Curriculum Night	School Climate Committee Head Teacher Classroom Teachers	HP student handbook will be translated and reviewed by the Head Teacher during curriculum night for parents. Classroom teachers hand out booklets during the sessions and answer additional question that are applicable to academics
Good News postcards and phone calls	• K-5	Ongoing	Teachers Parent Leader Staff	Staff writes postcards or calls parents to share positive comments about their student.
Community education on bullying	• K-5	Early November and March	FSW, Counselor and PTA, District Second Step/Steps to Respect support person	Second Step training will be offered through an evening forum for parents.

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>
Writers Workshop	We are implementing the Teachers College Writers Workshop this school year. We had five teachers attend the training this past summer and they in turn are serving as trainers/leaders in our school. We will be part of the larger SPS all staff coaching model in 2009-2010.	All K-5 teachers are implementing a 45 minute daily writer's workshop. Our trained staff will present Writers Workshop professional development and coaching support throughout the year.
Multi-Arts Program	To integrate our multi-arts program with content curricula. The multi-arts teacher will be incorporating writing, reading and math into her program.	Biography Night-Reading and Writing Assemblies will be aligned with content areas Classroom activities will incorporate math strategies.
Technology Integration	Our Technology program will be integrated with grade level standards and expectations.	The technology teacher will meet with grade level teams to stay abreast of their teaching focus in order to integrate and support instructional practice.
Inclusion of Special Education Students	Our resource room students and our behavior students will be mainstreamed to the extent possible with support through instructional assistants as necessary	Behavior students attend lunch, PCP and at least one content class with regular-ed peers. Grade 3, 4, and 5 resource room students are served through push-in support for mathematics.
Club De Lectura	Implementation of a Spanish language after school reading club	Students will meet weekly with trained reading tutors to explore literature in their native language.
Culturally Relevant Instruction	To continue our work incorporating culturally relevant strategies into our instructional practice.	Explore text <i>Cultures In conflict</i> Staff meeting strategy sharing

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	Walk to Read and 90 minute reading block implementation with coaching support	77,000	Y	Reading First Grant	
Reading	Targeted double dosing for students in grade K-3 based on DIBELS and progress monitoring. Hourly tutors will provide support.	18,000	Y	Reading First Grant	
Reading	On-going professional development during the school day to include modeled lessons, peer observations and strategy modeling	5,000	Y	Reading First Grant/Subs	
Reading	Use of GLAD strategies in every classroom	1,000		Building budget for subs and funds through Bilingual allocations	
Math	Project Excel after-school tutoring for identified fourth and fifth graders (scoring 2 on WASL).	N/A	Yes	Seattle Public Schools	
Math	Targeted math instruction, double dosing for students who are identified as needing additional supports through progress monitoring.	9,000	Yes	Title 1	
Math	Double dosing in mathematics for fourth and fifth grade students scoring a one on the WASL	8,280	Yes	LAP	

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 4: 2008-10 KEY BUDGET INFORMATION

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Math Journals	1,000	Y	Building Budget	

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Scores	<p>Soccer Creative writing Poetry Digital Photography</p> <p>After school program that runs three sessions a year for 32 students. The organization provides funds to pay four teachers to teach soccer and writing. The funds also support uniforms, busses and curriculum for the program</p>	September through June- Five days per week	Scores Foundation		We are in our second year.
Southwest Youth and Family Service	<p>This program provides ESL Classes for adults two days per week throughout the school year. Childcare is also provided for families enrolled in ESL courses.</p> <p>Counseling services are offered for many of our students through referral process.</p>	All Year- September-June	Southwest	Southwest	Six years
Northwest Harvest	<p>Three Squares Food Program is Delivered once a month. The food is provided to the Family Support Worker who makes sure students have needed snacks at school</p>	All year- September-June	Northwest Harvest	Northwest Harvest	Three years

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

Partner(s)	Description	Timing <i>(when, how often)</i>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	and weekend meals for needy families.				
The City of Seattle- Neighborhood Departments	We have a matching grant that facilitates ten evening events centered on cultural inclusion and earth supports.	September 2007- June 2009	City of Seattle	City of Seattle	Two years
Community Day School Association	On-site pre-school and before/after school child care program. We have an alignment agreement that states these programs will work to support our kindergarten program and homework initiatives.	Year Round	Community Day School Association	Community Day School Association	Three Years

Note: Please delete or add rows as necessary