

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Kimball Elementary School

Anne Fitzpatrick, Principal

September 24, 2008



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### Revision History

Revision Number	Date	Comments
1	8/5/2008	BLT team reviewed Transformation plan in light of new data
2	9/26/2008	Anne Fitzpatrick updated C-SIP with input from staff August PD
3	10/30/08	Edits of School Improvement
4	11/20/08	Edits of School Improvement by Anne Fitzpatrick
5	11/24/08	Edits by Office of School Improvement
6	12/2/08	C-SIP Peer Reviews
7	12/5/08	Edits by Office of School Improvement
8	12/17/08	Edits by Anne Fitzpatrick

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

## SECTION 1: OVERVIEW

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

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

Kimball: Everyone a learner everyday.

Our rigorous and supportive academic program is designed for academic engagement and success for all students. Kimball Elementary School is an open concept school divided into grade level teams. The Kimball staff models life-long learning for students by participating in many professional development opportunities including National Board Certification and by working in collaborative teams for planning, looking at student work, and analyzing data. Parent and community volunteers are important members of our school team. Kimball celebrates its rich cultural diversity in its curriculum and in parent/community events.

### What have we learned from our data?

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

	Insight	How is this insight addressed in our C-SIP?
1	Our reading comprehension in 3 <sup>rd</sup> & 4 <sup>th</sup> grades is trending down	<ul style="list-style-type: none"> <li>❖ Professional training across all grade levels in reading comprehension strategies.</li> <li>❖ Modeling and Coaching by our literacy coach and our GLAD coach in comprehension strategies across all grade levels and in all content areas</li> <li>❖ Extra support for reading in 1<sup>st</sup> – 5<sup>th</sup> grades</li> <li>❖ Use of parent tutors in Read Naturally Program before school and at the end of the school day</li> <li>❖ Sibling partners program</li> </ul>
2	3 <sup>rd</sup> and 5 <sup>th</sup> grade math scores showed growth, but 4 <sup>th</sup> grade is down --	<ul style="list-style-type: none"> <li>❖ Extra support for math in 1<sup>st</sup> – 5<sup>th</sup> grades</li> <li>❖ Professional development for EDM using Kimball teacher leaders</li> <li>❖ Use data-team model to plan instruction and to initiate interventions.</li> </ul>
3	Our bilingual and low income students scored low on the WASL. We need to find a way to meet basic needs of our families so academic achievement improves.	<ul style="list-style-type: none"> <li>❖ Creating more community connections with groups who can provide resources to our families</li> <li>❖ Using all school SITS to identify family needs</li> <li>❖ Hosting family teas based on language groups</li> </ul>

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

## SECTION 1: OVERVIEW

*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
<p><b>Reading:</b> Comprehension in both fiction and non-fiction</p>	<p>Reading comprehension using both fiction and non-fiction texts is the key to doing well across all content areas. Our students currently are not showing the growth we would like to see, so we are creating goals that focus specifically on comprehension. Meeting these goals will bring us a 10% growth in overall reading.</p>	<ul style="list-style-type: none"> <li>❖ 85% of kindergartners will be able to know and identify all of the letter sounds by 6/1/09</li> <li>❖ Increase number of 1<sup>st</sup> grade students meeting DRA level 16 from 75% to 80% by 6/1/09</li> <li>❖ Increase number of 2<sup>nd</sup> grade students meeting DRA level 28 from 80% to 85% by 6/1/09</li> <li>❖ Increase number of 3<sup>rd</sup> grade students meeting standard on 08-09 WASL in Reading Comprehension from 50% to 60%</li> <li>❖ Increase number of 4<sup>th</sup> grade students meeting standard on 08-09 WASL in Reading Comprehension from 64% to 72%</li> <li>❖ Increase number of 5<sup>th</sup> grade students meeting standard on 08-09 WASL in Reading Comprehension from 59% to 73%</li> </ul>
<p><b>Math</b></p>	<p>We are still getting acclimated to the new curriculum and need on-going professional development in making sure staff understands how to implement it effectively so that students meet the state grade level performance expectations.</p>	<ul style="list-style-type: none"> <li>❖ 85% of <u>kindergartners</u> will identify with random accuracy the numerals 0-50 as measured by the SPS K Inventory</li> <li>❖ 80% of 1<sup>st</sup> grade students will score an 80% or above on the EDM end of the year assessment</li> <li>❖ 80% of 2<sup>nd</sup> grade students will score 75% or higher on the SPS Spring Assessment</li> <li>❖ Increase the number of 3<sup>rd</sup> graders meeting standard on the 2008 – 2009 WASL from 72% to 80%</li> <li>❖ Increase the number of 4<sup>th</sup> grade students meeting standards on the 2008 – 2009 WASL from 47% to 75%</li> <li>❖ Increase the number of 5<sup>th</sup> grade students meeting standard from 74% to 80%</li> </ul>

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

## SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p style="text-align: center;"><b>Community Involvement</b></p>	<p>Many of our families have basic needs that are not being met. We are committed this year to doing more outreach to community organizations and forming partnerships that will provide resources for our families</p>	<p>Increase the number of contacts with resource providers by 50% as measured by the number of community visits by the school in the previous year and by the number of community visits to the school from the previous year.</p>

### 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.*

Kimball’s school plan specifically addresses the following district Strategic Plan goals;

Over the next five-years we will work to ensure that:

1. 88% of 3<sup>rd</sup> grade students will meet or exceed reading standards (up from 72% in 2006-07)
2. 80% of 7<sup>th</sup> grade students will meet or exceed math standards (up from 53% in 2006-07)

### 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 will use GLAD strategies across as well as Harvey’s reading comprehension strategies to increase reading comprehension across all content areas. We also are implementing a push-in model in several grades with our ELL students.

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

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

## SECTION 1: OVERVIEW

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	Our school's Building Leadership Team (BLT) includes <i>11 teachers; 1 Instructional Assistant. One per grade level; special education representation, SEA representation, librarian, bilingual representation, Title 1 representation, IA representation and the principal, head teacher, and secretary.</i> 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"> <li>• C-SIP goals/strategies/activities include input from BLT; 2 parents, community members.</li> <li>• Our C-SIP was presented at Open House on September 25, 2008 and their input included in our ongoing C-SIP refinement. This event included parents and interpreters for whom English is not their primary language.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: OVERVIEW

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### School Improvement Review, *continued*

<i>Topic</i>	<i>Description</i>
<i>(Title I Schools)</i> 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"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### Technology

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

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

## SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in (Reading (low-income, special education, limited English, and Black students) and in Math (Black, and special education students). So, we are identified as a “School in Improvement” in Step 1.

### Title I status

This school receives Title I funds.

### 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?	At Grade-Level Team (GLT) meetings (8/26/08, 8/28/08) and in our Building Leadership Team (BLT) (8/5/08; 9/9/08) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth in every major goal area on 9/15/08.
2	What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> <li>• 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 (8/26; 8/28; 9/12; 9/24/08).</li> <li>• We created a master schedule to maximize available student learning time especially in literacy and mathematics (9/24; 10/1/08).</li> <li>• 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.</li> </ul>
3	Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
		Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
		<u>Correction plan.</u> Not applicable.

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

## SECTION 1: OVERVIEW

	<b>Component</b>	<b>How school has addressed each Component</b>
4	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>
5	What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We hosted an event for pre-schoolers and their families to meet our kindergarten team and tour the school on 8/21/08 and in the future on Tuesdays and Thursdays in January and February 2009.</li> <li>• We will publish middle school tour schedules in our newsletter and remind parents to take advantage of the open enrollment process.</li> <li>• We will coordinate with middle school counselors so that they can visit Kimball in the spring and talk to our fifth graders about their programs.</li> <li>• We will coordinate visits to the middle schools with counselors and administrators at the middle schools.</li> <li>• We will provide opportunities for middle schoolers from various middle schools to talk to our fifth graders about their experiences.</li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Reading

**Lead Responsibility:**

Principal, Head Teacher, Literacy and GLAD Coaches, Resource Room Teacher

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

- ❖ 85% of kindergartners will be able to know and identify all of the letter sounds by 6/1/09
  - ❖ Increase number of 1<sup>st</sup> grade students meeting DRA level 16 from 75% to 80% by 6/1/09
  - ❖ Increase number of 2<sup>nd</sup> grade students meeting DRA level 28 from 80% to 85% by 6/1/09
  - ❖ Increase number of 3<sup>rd</sup> grade students meeting standard on 08-09 WASL in Reading Comprehension from 50% to 60%
  - ❖ Increase number of 4<sup>th</sup> grade students meeting standard on 08-09 WASL in Reading Comprehension from 64% to 74%
- Increase number of 5th grade students meeting standard on 08-09 WASL in Reading Comprehension from 59% to 70%

### 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
Provide comprehensive literacy instructional program	<ul style="list-style-type: none"> <li>All</li> </ul>	Daily	Classroom Teachers and Reading Specialists	All classrooms will implement a <b>balanced literacy</b> program including elements such as <i>guided reading, independent reading, skills instruction, comprehension practice, word analysis, interactive read alouds, shared reading/writing/Literature Circles.</i>
Reduce student to teacher ratio for reading instruction.	<ul style="list-style-type: none"> <li>1 - 4<sup>th</sup> grade students</li> </ul>	Daily	First - Fourth Grade Teams and Reading Specialists	<b>Maximum 15:1 teacher/student ratio:</b> In order to reduce class size, we have used Title 1 funding and ELD instructors to provide high quality, balanced reading instruction within a small instructional setting.
Identify below standard students in effort to provide individualized intervention (a)	<ul style="list-style-type: none"> <li>2<sup>nd</sup> &amp; 3<sup>rd</sup> grade students demonstrating reading performances below standard</li> </ul>	3x per week	Connie Birkvold Aster Dibaba	<b>LAP Tutors are trained in Read Naturally:</b> a program that uses the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension to aid students in developing increased reading proficiency.
Identify below standard students in effort to provide individualized intervention (b)	<ul style="list-style-type: none"> <li>1<sup>st</sup> – 5<sup>th</sup> grade ELL students demonstrating need for additional support</li> </ul>	Daily	Greg Foster Deirdre Gamboa	<b>After School Support:</b> reading in the content area support
Provide supplemental resources to classroom teachers	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	Purchased for daily use	Christine Dufour Judy Chavez	Each teacher receives Stephanie Harvey's <b>Reading Comprehension Toolkit</b> for implementation
Provide supplemental resources to classrooms (a)	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	Purchased for daily use	Carter Kemp	<b>Increase collection of leveled readers K-5:</b> Leveled readers for K-5 classrooms used for targeted independent reading.
Sibling Reading Buddies	<ul style="list-style-type: none"> <li>Targeted 1 – 5 students</li> </ul>	Weekly Monitoring	Anne Fitzpatrick, Carter Kemp	Older siblings targeted at below grade level reading are enlisted to work on reading with younger siblings at home.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Implement on-going classroom assessment information to provide frequent feedback regarding reading comprehension progress	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	At least monthly	Classroom Teachers, Christine Dufour, Judy Cahvez	<b>Increase the amount of frequent data collection</b> using Running Records & STAR to target student needs and inform interventions.

**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>
CTC Running Records	All students/3 x	Classroom teachers	This assessment provides data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support and enrichment.
STAR	All students/monthly	Classroom teachers	This assessment provides data on student performance that reflects progress over time, is additional information to use with running records in designing classroom reading instruction that means the needs of individual students.
DRA	All students K-2 & 3 <sup>rd</sup> grade students below district standard (DRA 28) 2x	Classroom teachers	This assessment provides data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support and enrichment.

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Read Naturally Assessments	Targeted 2 <sup>nd</sup> & 3 <sup>rd</sup> graders/weekly	Connie Birkvold	Weekly assessments provide information on the progress of students and inform what materials to use in on-going instruction
WASL	Grades 3-5/yearly	Greg Foster	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.
Learning Walks	All Students/weekly	Anne Fitzpatrick	Administrators and coaches conduct learning walks weekly picking specific strategies to target with feedback to staff on observations.
All School SIT	All Students/3x/yr	SIT team/Classroom Teachers	Classroom teachers present their classes to the SIT team. The SIT team collects data on students who need support and notices trends in content areas in order to better serve each student

**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>	
PD in strategies to improve comprehension	All Teachers and some IA's (depending on ELL training)	Monthly at staff meetings	PD for Harvey's Strategies that Work & GLAD strategies will occur at every staff meeting.
PD in running records and guided reading	All Teachers and some IA's (depending on ELL training)	At 2 of the Early Release Days	Literacy coach will train staff in these tools and then follow up in classrooms throughout the week.

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

### SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
PD in guided reading	3 - 5 teachers	District training – at least one 3 hr. session	Reading Workshop training that shows teachers how they can use the information from running records to form guided reading groups
Modeling/Coaching in Classrooms	All teachers	On-going throughout the year	Literacy Coach & GLAD coach provide in-class modeling and coaching to enhance implementation of comprehension strategies

**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>
Celebrate student learning and inform families of student literacy goals outcomes (a)	<ul style="list-style-type: none"> <li>All Families</li> </ul>	September 25, 2008	Principal/Head Teacher/Counselor, and Classroom teachers	<b>Curriculum Night:</b> The purpose of Curriculum Night is to provide families an introduction and an overview of the individual classroom experience. Specifically, introducing grade-level curriculum.
Hire parent reading tutors	<ul style="list-style-type: none"> <li>LAP students</li> </ul>	Sept – June 2008	Connie Birkvold	We are targeting our parents, especially those who represent our diverse community, to work as <b>Read Naturally tutors</b> . Our intent is to give them training in and exposure to reading instruction so that they can provide connections to their communities.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Family bilingual Homework Club	<ul style="list-style-type: none"> <li>Targeted ELL families whose students are not at grade level in reading and math</li> </ul>	2x/week	Counselor Bilingual teachers and IA's	<b>Family Homework Club:</b> bilingual IA's work with parents and students on reading and math skills that will both help the students complete assignments and that will increase adult family members' understanding of how to help their children academically.
Multicultural Night	<ul style="list-style-type: none"> <li>All Families</li> </ul>	Spring 2009	Principal/Head Teacher/Counselor, and Classroom teachers	<b>Multicultural Night:</b> Families share their culture through food, displays, and performances. Student work in classrooms is also displayed for families to view.

**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/ Head Teacher/Math Leaders

- S.M.A.R.T. Goal:**
- ❖ 85% of kindergartners will identify with random accuracy the numerals 0-50 as measured by the SPS K Inventory
  - ❖ 80% of 1<sup>st</sup> grade students will score an 80% or above on the EDM end of the year assessment
  - ❖ 80% of 2<sup>nd</sup> grade students will score 75% or higher on the SPS Spring Assessment
  - ❖ Increase the number of 3<sup>rd</sup> graders meeting standard on the 2008 – 2009 WASL from 72% to 80%
  - ❖ Increase the number of 4<sup>th</sup> grade students meeting standards on the 2008 – 2009 WASL from 47% to 75%
  - ❖ Increase the number of 5<sup>th</sup> grade students meeting standard from 74% to 80%

### 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>
Pacing math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> <li>• All students K-5</li> </ul>	Daily	Principal	Staff K-5 will be expected to plan and implement math instruction/ assessment in accordance to the <b>EDM Pacing Guide</b> .
Analysis of student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction	<ul style="list-style-type: none"> <li>• All students K-5</li> </ul>	2x Monthly	Principal/Head Teacher	<b>Data Teams:</b> Regular analysis of student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction.

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

### SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Reduce student to teacher ratio for math instruction.	<ul style="list-style-type: none"> <li>• 1st – 5th grade students</li> </ul>	Daily	First - Fifth Grade Teams and Support Staff	<b>Maximum 18:1 teacher/student ratio:</b> In order to reduce class size, we have used Title 1 funding to provide targeted math instruction within a small instructional setting.
Implement on-going classroom assessment information to provide frequent feedback regarding mastery of performance expectations	<ul style="list-style-type: none"> <li>• All K-5 students</li> </ul>	At least monthly	Classroom teachers & Math leaders	<b>Increase the amount of frequent data collection</b> using EDM assessments/District Assessments

**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 Math Assessments K-5	Students in K-5 <sup>th</sup> Grade will take the Beginning, Mid Year, and End of the Year Assessments.	Greg Foster and all Classroom teachers	Teachers will use the beginning, mid, and end of the year assessments to assess students' GLE skill development. Teachers will use data to develop instructional plans. Additionally teachers will develop Student Learning Plans for students not performing at standard.
EDM Unit Previews/ End of Unit Tests	All students K-5 at the beginning and end of each EDM unit throughout the academic year.	Classroom Teachers K-5	Teachers will use the EDM Unit assessment to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
WASL	Grades 3-5	Greg Foster	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.
Learning Walks	All Students/weekly	Anne Fitzpatrick	Administrators and coaches conduct learning walks weekly picking specific strategies to target with feedback to staff on observations.
All School SIT	All Students/3x/yr	SIT team/Classroom Teachers	Classroom teachers present their classes to the SIT team. The SIT team collects data on students who need support and notices trends in content areas in order to better serve each student

**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>	
Data Teams	Grade Level Teams	1-2x monthly	Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction.

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

### SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
District Directed Math PD	Kimball & Beacon Hill International staffs	4x Per Year	Teachers will meet periodically to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction.
Staff Meeting PD	Kimball Staff	2 x/year	Discussion and analysis of state standards for alignment with EDM curriculum; increased awareness of content and process standards; and vertical alignment across grade levels.

**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>
Celebrate student learning and inform families of student literacy goals outcomes (a)	<ul style="list-style-type: none"> <li>All Families</li> </ul>	September 25 2008	Principal/Head Teacher and Classroom teachers	<b>Curriculum Night:</b> The purpose of Curriculum Night is to provide families an introduction and an overview of the individual classroom experience. Specifically, introducing grade-level curriculum.
Family bilingual Homework Club	<ul style="list-style-type: none"> <li>Targeted ELL families whose students are not at grade level in reading and math</li> </ul>	2x/week	Counselor Bilingual teachers and IA's	<b>Family Homework Club:</b> bilingual IA's work with parents and students on reading and math skills that will both help the students complete assignments and that will increase adult family members' understanding of how to help their children academically.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Celebrate and enrich school-wide math culture through family math night	<ul style="list-style-type: none"> <li>• All families K-5</li> </ul>	1x per year	Math Leaders	<b>Family Math Night:</b> Evening event designed to increase enthusiasm, awareness, and understanding as taught at school and practiced at home.

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Community Involvement

**Lead Responsibility:** Principal, Head Teacher, Family Support Worker

**S.M.A.R.T. Goal:** Increase the number of contacts with resource providers by 50% as measured by the number of community visits by the school in the previous year and by the number of community visits to the school from the previous year.

#### 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>
Visit Community organizations that work with Kimball students	<ul style="list-style-type: none"> <li>low income and bilingual students</li> </ul>	Outside the school throughout the year	Principal, Family, Support Worker	Many community organizations offer services, including tutoring to Kimball families. By establishing relationships with them, we will learn how to connect our families with more resources and we will be able to provide them with academic insight that will help with the tutoring.

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

### SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Invite community organizations to Kimball events	<ul style="list-style-type: none"> <li>All Kimball families</li> </ul>	Kimball family events at the school throughout the school year	Principal, Head Teacher, Family Support Worker	By inviting community organizations to display their materials and to speak at Kimball family events, we will help our families make connections with the larger community.
Work in collaboration with community organizations on community events	<ul style="list-style-type: none"> <li>All Kimball families</li> </ul>	During community-wide events throughout the school year	Principal, Teachers	By participating in community events we will gain stronger relationships with the community and give our students and families a sense of their place in the larger community.

**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>
Calendars & notes from meetings	NA	Principal	The number of contacts made with organizations and actions taken will guide Kimball's next steps
Number of organizations that attend Kimball Events	NA	Principal	The number of organizations participating will show the effectiveness of our outreach
Number of community events Kimball students and families participate in as representatives of Kimball	NA	Principal	The number of events will show the level of involvement Kimball has at the community level

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Survey to organizations contacted and who participate	NA	Principal	This feedback will inform how we proceed in the future

**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>	
Families and community groups will hold panels that focus on the different ethnic groups at Kimball	Community representatives, parents, staff	PTSA Meetings at least two times this year	Families and community groups will discuss their views of education and how the Kimball community can be more responsive and sensitive to their particular group.

**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>
Visit Community organizations that work with Kimball students	<ul style="list-style-type: none"> <li>• Low income and bilingual students</li> </ul>	Outside the school throughout the year	Principal, Family, Support Worker	Many community organizations offer services, including tutoring to Kimball families. By establishing relationships with them, we will learn how to connect our families with more resources and we will be able to provide them with academic insight that will help with the tutoring.
Invite community organizations to Kimball events	<ul style="list-style-type: none"> <li>• All Kimball families</li> </ul>	Kimball family events at the school throughout the school year	Principal, Head Teacher, Family Support Worker	By inviting community organizations to display their materials and to speak at Kimball family events, we will help our families make connections with the larger community.
Work in collaboration with community organizations on community events	<ul style="list-style-type: none"> <li>• All Kimball families</li> </ul>	During community-wide events throughout the year	Principal, Teachers	By participating in community events we will gain stronger relationships with the community and give our students and families a sense of their place in the larger community.
All School SITS	<ul style="list-style-type: none"> <li>• Low income and bilingual students</li> </ul>	Fall, Winter, Spring	SIT Team	By identifying students and families that need basic resources, we can target which community groups would be most helpful

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

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

### SECTION 3: OTHER AREAS OF FOCUS

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#### Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Cultural Competence	Staff and students will appreciate the different cultures represented in the school	Multicultural appreciation is fostered through our Family Nights and our Multicultural library collection (including language). Our huge Lunar New Year's Festival is attended by the community with a highlight being Kimball's Lion Dance Team. In addition, our after school program opportunities include Ukelele band, Filipino Drill Team, Vietnamese Dance, and Spanish language club A Parent Cultural Advisory Panel goes over the school calendar during the year to make sure all cultures are being recognized and to minimize conflicts with important cultural holidays and events.
Music/Arts/Drama	Understanding that a complete education includes exposure in the arts, Kimball will provide instruction in Music, Art, and Drama.	Kimball will provide; Music Instruction K-5, and 4/5 Instrumental Music. Additionally, we will provide students the opportunity to participate in before and after school activities such as Chorus, Drama, and Art..
Technology	Increase student and teacher technical skills by providing weekly instruction for students and professional development for teachers.	By 5 <sup>th</sup> grade, students will be proficient in keyboarding as well as being able to use word processing and presentation software. Teachers will learn how to create classroom web pages that can be shared with families.
Volunteer Involvement	To get parents, relatives, and community members involved in the school	Parent Volunteer Coordinator and PTA volunteer coordinators work with room parents and teachers to bring parents and community members into the school as partners in furthering Kimball students' academic achievement

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

## SECTION 4: 2008-10 KEY BUDGET INFORMATION

### 2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
READING	Identify students below standards in 2 <sup>nd</sup> & 3 <sup>rd</sup> grades and provide them with Read Naturally tutors before school begins	\$15,000 (approx)	Y	LAP	
READING	Reduce student to teacher ratio for reading instruction. Maximum 15:1 teacher/student ratio:	\$43,000 (approx)	Y	Title 1 I-728	
READING	Provide additional materials and training to teaching staff	\$10,000 (approx)	Y	Title 1 PTSA Baseline	
READING	After-school tutoring	\$1000 (approx)	Y	Neighborhood Grant LAP	
MATH	Reduce student to teacher ratio for math instruction	43,000 (approx)	Y	Title 1 I-728	
MATH	After-school tutoring	\$1000 (approx)	Y	Neighborhood Grant LAP	
MATH	Provide additional materials and training to teaching staff	\$10,000 (approx)	Y	Baseline District	
COMMUNITY INVOLVEMENT	Provide opportunities for families and community members to interact	\$3,000 (approx)	Y	PTSA, Title 1	

Note: Please delete or add rows as necessary

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

### SECTION 5: SCHOOL PARTNERSHIPS

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#### School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
PTSA	Our parent group supports academic achievement and family involvement	Monthly Meetings	PTSA		Yearly
CDSA	Community Day School Association (CDSA) provides quality before and after school child care on the Kimball campus to the Kimball community. CDSA's goal is to promote each child's intellectual, physical, and social development within a diverse community. Kimball works closely with the CDSA staff to ensure that classroom learning is reinforced and supported.	Daily	N/A	N/A	Yearly
Art Corps	ArtCorps's mission is to advance social change initiatives by promoting arts and culture as powerful tools to generate cooperative and sustainable work between schools and the communities they serve	Daily starting in October	N/A	N/A	Yearly
Department of Neighborhoods, City of Seattle	Through a 2 year grant, Kimball has been able to offer after-school enrichment activities to its students. Approximately 200 students participate	Daily starting in October	N/A	N/A	2 Years

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