

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Laurelhurst Elementary School

Kathy Jolly, Principal

September 30, 2008



TABLE OF CONTENTS

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

Revision History

Revision Number	Date	Comments
1	10/30/08	Edits by Office of School Improvement
2	12/9/08	C-SIP Peer Reviews
3	1/5/09	Edits by School BLT and Principal: Revised Vision Statement, Science Focus
4	1/6/09	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.

Our Vision:
 At Laurelhurst School we believe in educating the whole child. Our aim is to create an inviting school community that supports each child’s innate passion for learning. Our goal is to foster the development of responsible, effective, compassionate individuals who develop a strong sense of environmental stewardship and appreciate communities and cultures different from their own.

Our Mission: The teachers at Laurelhurst are facilitators of learning, posing questions that elicit creative and critical thinking, and nurturing in their students a life-long love of learning. By engaging with each student as an individual and validating and building on their strengths, we work to create community within the classroom, the school, and the larger community, while promoting independence, confidence and responsibility. We provide stimulating, culturally enriching, creative experiences woven through a rigorous curriculum that integrates technology, science and the arts.

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	The 4 th grade WASL reading score (94.8%) is the second highest score in the last 12 years. It represents +2.9 % points increase over 2006-07 scores.	We have a balanced reading program at our school with early interventions beginning at Kindergarten and first grade. Newly enrolled students are immediately tested to determine reading levels. K-2 classrooms have leveled classroom libraries and we have a leveled book room for use by all grade levels.
2	In grades 3 and 4, the WASL math scores increased slightly from 2006-07 math scores. (3 rd grade +.4%; 4 th +.7%)	Year two of implementation of Everyday Math curriculum will be focused on using assessment to inform instruction as well as differentiating lessons to meet everyone’s needs. Math teacher leaders will provide PD throughout the school year and DATA teams will focus their work on assessing the effectiveness of our math program. A new math tutor program will help to provide intervention for students having difficulty with math. The math tutors will work under the supervision of the classroom teacher and provide additional support and reinforcement of key mathematical concepts and strategies.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
3	The 2007 4 th grade Writing WASL scores (92.2%) are the highest scores in the last 12 years. 2007 scores show a +4.4% gain from 2006 scores.	Writer's Workshop, integrating writing across the curriculum, expository writing in Science Notebooks and celebration of student writing are all strategies that will continue this school year.
4	The number of students exceeding standard (L4) has increased +7.6% in 5 th grade math, +10.3% in 5 th grade reading, and +11.6% in 5 th grade science since 2007.	We provide students with many opportunities for deeper thinking and understanding by providing a rigorous curriculum, developing critical and analytical thinking skills, and allowing students to participate in project-based learning based on student interest.
5	The 2007 5 th grade WASL scores show a slight gain from 2007 WASL scores (+.3%). Our science scores are significantly lower than our 5 th grade reading and math WASL scores.	We are focusing as a whole building on improving our science program. Inquiry based science units (NSF), science notebooks, science enrichment activities, environmental stewardship projects, and a new vision statement that incorporates science into it are some of the strategies we are using this year.

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	Our 4 th grade 2008 reading scores are our second highest scores in the past 12 years. Reading needs to remain a focus so that every child becomes a proficient reader. While this has been our area of greatest strength, not every child is performing at standard.	Increase/sustain the percentage of students passing 4 th grade WASL reading to 95% from the current 4-year average of 93%, specifically targeting our eight L1 and L2 students and those students at our school for less than two years.
Math	While our math scores are above district and state math scores, we are experiencing a trend showing a slight decrease of math scores in grades 3 and 5 over the past few years. Our 4 th grade math scores used to be stronger than the 4 th grade writing scores, but this pattern has been reversed in the past two years.	Increase/sustain the percentage of students passing 4 th grade WASL math to 87% from the current 4-year average of 81%, specifically targeting our twelve L1 and L2 students and those students at our school for fewer than two years.
Writing	We have been increasing our writing scores over the past two years. These scores are our highest scores in the past 12 years. Writing is an important part of a balanced literacy program and we feel strongly that students should develop strong writing skills in the elementary grades.	Increase/sustain the percentage of students passing 4 th grade WASL writing to 92% from the current 4-year average of 82%, specifically targeting our L1 and L2 students and those students at our school for fewer than two years.
Science	Fifth grade is the first time science is assessed by the WASL. The science scores over the past three years are significantly less than the fifth grade reading and math WASL scores and have remained consistent for the past several years.	Increase the % of students passing the 5 th grade WASL to 70% from the current 3 year average of 66%.

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

SECTION 1: OVERVIEW

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

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

Our plan is aligned with the Strategic Plan for Seattle School District by focusing on "strengthening our teaching of math and science, and building on our strength in reading and writing." Our plan supports the District's academic vision of every student a reader, writer, mathematician and ready for college and work. It targets the benchmarks of 3rd graders reading on grade level and 7th graders ready for algebra.

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?

School Data is analyzed in detail by the entire staff at the beginning of the school year. All staff members participate in “Mining the Data” activities by examining our WASL, DRA, Student Climate Surveys, and Staff Climate Surveys. We analyze the data for successes, challenges, trends, and concerns. This analysis helps to set the stage for our work during the school year. Grade level DATA teams meet throughout the school year to assess student progress, analyze student work, and plan next steps for instruction. The Student Intervention Team meets weekly to identify, plan, assess and reassess student achievement for students at risk. Parents play an active role in the SIT review. Initial identification is held in the fall with winter and spring follow-ups. Response to Intervention (RTI) are planned and assessed for each individual student.

Common grade level PCP times are scheduled at least 2-3 times a week. Grade level reading and math blocks are scheduled school-wide. These common times allow staff to share student work, assessments, and plan. The reading and math blocks allow specialists, Sound Partner tutors, and math tutors to work with classroom teachers to provide additional support for small groups of students.

Our Equity Team promotes cultural competence by improving multicultural practices in the classroom and the building. Ongoing work includes hosting school-wide events and assemblies such as our Multi-Cultural Night, Dr. Martin Luther King Assembly, Lunar New Year Dragon Parade, Penny Harvest, Community Service Projects, Pinwheels for Peace, and Food Drives. Professional Learning Communities provide staff with opportunities to meet together and focus on culturally relevant strategies. Book Club studies allow staff to read and discuss together, thus furthering their own deep understanding. This year the committee featured a Back to School Assembly focused on the book *Whoever You Are* by Mem Fox. During the school year students will have many opportunities to share their own personal stories and cultures in classrooms and whole school activities. Our artist in residence program is designed to enrich our curriculum by providing multi-cultural experiences for all students.

Laurelhurst is an Advanced Learning Opportunity (ALO) school. This is an inclusion program, in which ALO and all students are provided opportunities to develop critical and analytical thinking skills through such strategies as: integrated and multi-disciplinary learning; rigorous curricula, tiered assignments, higher level questioning, flexible grouping, and integration of technology.

Environmental studies are becoming a major focus for our school as students participate in an all school food composting program, salmon study, school garden, science fair projects, and science enrichment activities. 5th grade students learn about sustainable living and pond life and develop leadership and team-building skills in a three day outdoor education camp. We have been working with NOAA to create units of study that supplement the district science curriculum. The PTA is supporting this focus by providing funds for all school science enrichment activities, such as Science on Wheels by the Pacific Science Center.

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 two primary teacher representatives, two intermediate teacher representatives, a specialist representative and the principal, administrative assistant and PTA co-president. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT); the PTA co-resident serves on our BLT. Supportive Education PTA board members were also involved in the development of our C-SIP in the areas of science and art enrichment. • Our C-SIP was presented at a PTA Meeting on November 5, 2008. Their input will be included in our ongoing C-SIP refinement.
	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

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: OVERVIEW

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

Our school made AYP in Spring 2008, in both Reading and Math for all student groups.

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility:

Principal, Classroom Teachers, Reading Specialist, Resource Room Specialists, BLT , SIT and DATA teams

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

Increase/sustain the percentage of students passing 4th grade WASL reading to 95% from the current 4-year average of 93%, specifically targeting our eight L1 and L2 students and those students at our school for fewer than two years.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement a balanced reading program school-wide as one component of a balanced literacy program.	All students, grades K-5	Ongoing	BLT Principal Reading Specialist Classroom teachers	Laurelhurst will have 90 minute literacy blocks. During this time teachers will focus instruction based upon the reading practices of a Balanced Literacy Program . These include: Interactive Read Aloud; Shared Reading; Guided Reading; Literature Study; Independent Reading; and Conferring

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Differentiate instruction by supporting student's development of effective reading skills and strategies through the use of guided reading groups.	Small flexible groups of 3-8 students in each classroom.. Groups are formed using text that is matched to the instructional level (90-95% accuracy). Grades K-3; Reading specialist: Grades 1-5.	Ongoing	Classroom teachers Reading Specialist Resource Room	Guided Reading will be used as a strategy to meet the needs of all learners (including ALO students) and to differentiate instruction. Instruction will focus on the Big 5: phonemic awareness, fluency, phonics, vocabulary and comprehension Teachers will select culturally relevant, meaningful text at the instructional level of students.
Improve comprehension and foster a love of reading.	Selected 4-5 th grade classrooms ALO students	Ongoing	Classroom teachers	Reader's Workshop is being piloted in several intermediate classrooms this year. Reader's Workshop gives students tools for selecting and comprehending literature. Over the course of the year, students read many books and are encouraged to explore different genres, authors, and texts.
Engage students in critical thinking, shared inquiry, and reflection as they read, discuss, and respond to selected literature in Literature Circles.	Small student- led discussion groups comprised of 4 to 5 students who read the same student-selected or teacher-selected book. (grades 2-5)	Ongoing	Classroom teachers Reading Specialist Librarian	Literature Circles are created throughout the school year, especially in grades 4-5. They are introduced in grade 3. Literature Circles provide students an opportunity to engage in critical thinking and reflection as they read, discuss, and respond to books. Students add to their own understanding as they construct meaning with other readers in small discussion group. Besides choosing culturally relevant books or books based on a specific genre for Literature Circles we also use <i>Junior Great Books</i> .

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide early intervention and extra support for students identified as having difficulty with reading.	WASL L1 and L2 students, second grade students below DRA Level 18, 1 st grade students below DRA level 3; Kindergarten students as recommended by teacher, newly enrolled students, ALO students not at standard	Fall, Winter and Spring Upon arrival at school, ongoing throughout the school year	SIT Team Reading Specialist Resource Room Specialists Psychologist	Early Intervention and Support is provided in small group settings by the Reading Specialist, Resource Room Specialists, one-on-one tutoring with a Sound Partner Tutor, UW Pipeline Tutor, or Read for America tutor. IEPs, LAP Plans, and Student Learning Plans are created for students, needing additional support. <i>Reading Naturally</i> is used to help develop reading fluency.
Provide opportunities for students to practice skills and strategies during independent reading.	All students, grade K-5.	Ongoing	Classroom Teachers and specialists Librarian	During Independent Reading , students are provided opportunities to practice skills and strategies while reading in “just right” books (97% or more accuracy). Culturally relevant leveled classroom libraries offer students choice. Students are taught to choose an appropriate leveled book using the “5 Finger Book Check”. While students read independently, the teacher confers with individual students to gain further insight into the student’s reading habits and strategies.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Create thematic reading units to build comprehension, relate learning to real life, and develop student world knowledge.	All grade levels	Ongoing	Classroom Teachers Reading Specialist Resource Room Librarian Computer Specialist	Grade level teams develop thematic reading units that are built around the Social Studies standards. These units enrich the curriculum and provide students an opportunity to make real-life connections. Fiction and nonfiction reading strategies are taught and modeled for students. Examples of thematic units include Homes Around the World (1 st grade), Wampanoag (2 nd grade); History of Seattle (3 rd grade). Great Migration (4 th grade), Environmental Studies (5 th grade).
Develop higher level thinking strategies and reading comprehension by allowing students to participate in project based learning activities (aligned with Reading GLEs).	ALO students and other interested students	Ongoing	Classroom Teachers Librarian Computer Specialist ALO Committee	Students are encouraged to self-select independent project learning projects that develop critical thinking skills. Students present their projects through readings, oral presentations, technological presentations, or other venues.
Apply reading skills and develop critical thinking skills by providing computer access to all students and integrating technology.	All students, K-5	1 time a week	Computer Specialist	Students develop critical thinking skills as they apply their reading skills while using technology .

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Create individualized LAP and Student Learning Plans for students not at standard.	L1 and L2 LAP plans: (Gr 1-5) L1 and L2 SLP (Gr 5) ALO (Gr.2 and 5)	Fall – reviewed 3x a year	5 th grade teachers Principal	These LAP and Student Learning Plans are created with parent and student input. They help to track progress throughout the school year and provide a way to track differentiation of services.
Celebrate student reading and develop a culture of reading at Laurelhurst.	All students	Ongoing	Classroom Teachers Librarian Reading Specialist Technology Specialist BLT	<p>Opportunities are created throughout the school year to celebrate reading, by such activities as:</p> <ul style="list-style-type: none"> • Read Across America • Mix – It Up Days • Read to Achieve • Literacy Night • Reading Buddies – 4th and 5th grade students paired with K and 1st grade students • School-wide special events (Pinwheels for Peace; Community Service Projects, Environmental Studies) that link reading to real life experiences • Guest authors • Free book shelf in hallway for access by all students • Student oral presentations and readings to families in end of units celebrations • Integration of technology • Book Fairs (including scholarships) • Drama Classes (after school) • Reading Logs • Daily reading at home supported by parents

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>
DRA and Running Records	Kindergarten: Administered when students reach Level A in reading and in the spring 1 st and 2 nd grade: fall and spring 3 rd grade – fall and spring for those students that did not pass level 28 in second grade.	Classroom teachers Reading specialist	DRA scores are used to determine fluency, accuracy, phrasing, and retelling. The scores are used to help determine a student’s instructional level and to inform instruction. Running Records are used throughout the school year to monitor student reading progress. Results from Running Records help teachers create guided reading groups that are developmentally appropriate for students.
Conferring	All students Ongoing during Independent Reading	Classroom teachers Specialists	Conferring during independent reading time provides formative assessment for placing students in appropriately leveled texts. It enables teachers to understand the reading strategies students use to make sense of text and to plan instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Classroom Based Assessments (CBA) <ul style="list-style-type: none"> • McMillan • Pegasus • WASL Practice tests • Kindergarten Inventory • Sight Words/ Quick Phonics 	All grade levels Three times a year – depending on type of CBA.	Classroom teachers Reading Specialist Resource Room Specialists Data Teams	Classroom CBA results are used by Data Teams to monitor student achievement, set new goals, and plan instruction.
Formative assessments including: <ul style="list-style-type: none"> • Literature Circle Reflections • Group discussion checklists • Journal Response Rubric s • Self Assessments • Reading Logs • <i>Reading Naturally</i> charts in which students record progress • WASL reading prompts 	All students Ongoing	Classroom teachers Reading Specialist Data Teams	<p>Formal and informal assessment in Literature Circles can be determined with student input. The assessments help inform instruction that is needed to develop and strengthen skills.</p> <p>Data from these assessments can help with groupings for literature circles or guided reading groups, choosing correct reading level texts, and book selection .Students can use the assessments to help monitor their own progress and achievement.</p> <p>Student work will be scored in a similar method as used on the WASL throughout the school year. This will help determine if students are making progress towards making standards, as measured by the WASL at the end of the school year.</p>

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
WASL (reading)	Grades 3-5 Spring	Principal Testing coordinator Classroom teachers Specialists	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.
Digital Learning Commons "Ticket to Read" software	5 th grade Kindergarten Resource Room Ongoing	Team members for the Digital Learning Commons pilot	This pilot allows teachers and students to track progress in reading fluency. Results help to inform instruction and additional support that is needed.

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>	
Professional Learning Communities focused on reading instruction	Teachers	Early release days; August TRI day	Staff will participate in Professional Learning Communities focused on reading instruction. Topics will vary from Reader's Workshop to Literature Circles to Interactive Read-Alouds and Independent Reading.
District sponsored PD classes on Guided Reading, Independent Reading, Intro to Writers and Readers Workshop, Phonemic Awareness, Creating an Active Literacy Classroom, DRA, and Advanced Learning	Interested teachers Grade level teams Reading specialist	Offered throughout the school year	These district offered classes support the PD needed to implement a Balanced Literacy Program.
Peer Coaching training by OSPI	5 th grade teachers 4 th grade teachers Librarian Computer specialist	4 th and 5 th grade lead teachers attend OSPI peer coaching training throughout the school year. School principal joins these trainings at least 2x a year.	Funded by an OSPI Peer Coaching Technology Grant, 4 th and 5 th grade teachers work together in a peer coaching model to develop effective teaching strategies. Technology is integrated into this model by the use of interactive white boards in each classroom.

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>
Provide families with strategies for helping students read at home.	Families of LAP students	On going	Reading Specialist (LAP teacher)	The LAP Reading Specialist works closely with parents of LAP students. Frequent conferences between the specialist and parents provide them with strategies to help their students read at home. LAP plans are created with parent input.
Inform parents on best practices to support their children in reading.	Laurelhurst Parents (grades K-5)	Fall	Reading specialist Teachers	Curriculum Night and "Parent Night School" provides parents with strategies for read-alouds, shared reading and independent reading.
Invite parents to hear student readings, oral presentations, and view technology presentations at the end of units.	Grade level families	At the conclusion of special units of study	Classroom teacher Computer Specialist Librarian	At the end of extended units of integrated study, grade levels hold celebrations featuring student work and achievements. Parents are invited to classrooms to hear oral presentations, student readings and view student technology presentations. Examples include: Homes Around the World (1 st), Wampanoag (2 nd), Where I Am From (3 rd), Great Migration (4 th) and Environmental Studies (5 th).
Celebrate reading at home.	All grade levels	Ongoing	Classroom Teachers BLT	Students read at home for at least 10-20 minutes daily. Parents sign off on a reading log. Parents are also encouraged to read to their children. A special bulletin board will be devoted to featuring photos of families reading together at home.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math

Lead Responsibility:

Principal, BLT, ALO Committee, Classroom Teachers, Resource Room Specialists, BLT , SIT and DATA teams

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

Increase/sustain the percentage of students passing 4th grade WASL math to 85% from the current 4-year average of 81%, specifically targeting our twelve L1 and L2 students and those students at our school for fewer than two years.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement Everyday Math Curriculum by creating 60 minute math blocks.	All students K-5	Daily	Principal BLT	Everyday Math Curriculum is implemented in all classrooms with a minimum of a 60 minute math blocks. (Half day K – 30 minutes)
Pace math instruction at a rate that increases rigor and frequency of core content.	All students K-5	Daily	Principal	The EDM Pacing Guide is used by staff to help plan lessons, units of studies, and assessments throughout the school year

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Assess students at the beginning of each unit to determine "Walk to Math" groups for differentiation of instruction.	ALO students L4 students	Ongoing throughout school year	Classroom Teachers	As part of our ALO model, we will have " Walk to Math " groups to accelerate and enrich the math curriculum for our advanced learners.
Provide early intervention and extra support for students identified as having difficulty with mathematical thinking and reasoning.	L2 (or below) students in grades 1-5	Four times a week	Principal	Small group tutoring (1:3 ratio) will provide students with extra support, practice, and additional EDM instruction according to classroom teacher direction.
Provide students with an opportunity to develop problem-solving skills and Mathematical flexibility in solving problems.	Grade 4 and 5 students ALO students	1 time a week October through March	ALO Committee 5 th grade teachers	Math Olympiad groups will be formed during the school year. They will meet weekly for an hour and explore a topic or strategy in depth, using <u>Creative Problem Solving in School Mathematics</u> . Five monthly contests will be held from November to March.
Develop higher level critical thinking strategies by allowing students to participate in project based learning activities (aligned with Math Standards).	ALO students and other interested students	Ongoing	Classroom Teachers Librarian Computer Specialist ALO Committee	Students are encouraged to self-select independent project learning projects that develop critical thinking skills. Students present their projects through readings, oral presentations, technological presentations, or other venues.
Create individualized Student Learning Plans for students not at standard.	L1 and L2 5 th grade students ALO students (Gr.2-5)	Fall – reviewed 3x a year	5 th grade teachers Principal	These Student Learning Plans are created with parent and student input. They help to track progress throughout the school year.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Pre-teach mathematical concepts and skills to IEP students before classroom instruction.	IEP students	Ongoing	Resource Room Specialists	Pre-teaching mathematical concepts and skills to be covered in the general ed classroom during math provides IEP students additional support.
Reinforce and apply math skills through the use of technology.	All students	Ongoing	Computer Specialist	Students use technology to reinforce and apply their math skills. K-2 nd grade students use Kid-Pix, 3-5 th grade students use Excel spreadsheets.
Celebrate mathematical thinking and develop a culture of mathematicians at Laurelhurst.	All students	Ongoing	Classroom Teachers Librarian Computer Specialist	Opportunities are created throughout the school year to celebrate mathematics , by such activities as: <ul style="list-style-type: none"> • Mix – It Up Days • Family Math Nights • Buddies – 4th and 5th grade students paired with K and 1st grade students • School-wide special events (Pinwheels for Peace; Community Service Projects, Environmental Studies) that link mathematics to real life experiences • Integration of technology • Math Olympiad contests • Lego Robotics (5th grade) • Environmental Science Studies • Weighing and measuring garbage/composting in our school-wide composting program • Garden Club (K and 5) – measuring plants • 100th Day Celebrations (grades K-1) • Origami Club • Chess Club (after school)

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>
District Math Benchmark Assessments K-5	3 times a year	Classroom Teachers, K-5	Grade Level DATA teams will analyze the results of the assessments to measure student growth and inform instruction. Assessments are aligned to new K-5 standards.
EDM Unit Previews/ End of Unit Tests	All students K-5 at the beginning and end of each EDM unit throughout the school year	Classroom Teachers, K-5	Classroom teachers and Grade Level DATA teams will use the results of these tests to assess student academic achievement, set goals, and develop plans for differentiation of instruction.
EDM Quick Assessments (RSAs)	All students, K-5 Daily	Classroom Teachers	These built in tools allow teachers to quickly determine if a student understands a concept and to inform instruction.
Math Olympiad Practice Tests and Contests	ALO students L3 and L4 students Grades 4-5 5 times a year	ALO Committee Fifth Grade Teachers	These 5 monthly contests with detailed solutions give feedback to teachers that will help inform instruction and identify those students needing extra support and strategies.
WASL (math)	Grades 3-5 Spring	Principal Testing coordinator Classroom teachers Specialists	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Digital Learning Commons "Math Whizz" software	5 th grade Kindergarten Resource Room Ongoing	Team members for the Digital Learning Commons pilot	This pilot allows teachers and students to track progress in math fluency. Results help to inform instruction and additional support that is needed.

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>	
District Directed Math PD	Classroom Teachers Math Teacher-Leaders	4 times a year	PD will be offered throughout the school year focused on analyzing student data, identifying strengths and weaknesses in instructional practice, and obtaining ideas from colleagues toward improved mathematics instruction.
Understanding the New Math Standards and Implementing EDM in the classroom	Classroom Teachers Math Teacher-Leaders	August TRI Day	The new state Math Standards were presented to all the staff by our Math Teacher-Leaders. Grade level teams met to plan for the second year of implementation of EDM.
DATA teams	Grade level DATA teams	1 – 2 times monthly	Grade level DATA teams will meet regularly to collaborate, analyze student data, set goals, and determine plans of action.
Peer Coaching Technology Grant	4 th and 5 th grade teachers Computer Specialist	4 th and 5 th grade lead teachers attend OSPI peer coaching training throughout the school year. They then train their grade level teams. School principal joins the OSPI trainings at least 2x a year.	Funded by an OSPI Peer Coaching Technology Grant, 4 th and 5 th grade teachers work together in a peer coaching model to develop effective teaching strategies. Technology is integrated into this model by the use of interactive white boards in each classroom.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Communicate regularly with families about EDM and mathematical instruction	All families, grades K-5	Ongoing	Classroom Teachers	Grade specific Family Letters and Home Links provide key content and vocabulary for each unit, directions for math games, and Do-Anytime activities.
Inform parents on best practices to support their children in mathematics	Laurelhurst Parents (grades K-5)	Fall	Classroom Teachers	Curriculum Night and "Parent Night School" provide parents with information about mathematics instruction, how to support their children at home, and how to access the EDM website.
Develop a culture of mathematical thinking by hosting Family Math Night	Laurelhurst Families (grades K-5)	Once a month	PTA	Family Math Nights are held each month in which families return to school and play a variety of math games.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility: Principal, BLT, Classroom Teachers, Specialists

S.M.A.R.T. Goal: Increase/sustain the percentage of students passing 4th grade WASL writing to 92% from the current 4-year average of 82%, specifically targeting our L1 and L2 students and those students at our school for fewer than two years.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement a balanced writing program school-wide as part of a balanced literacy program.	All students, K-5	Ongoing	Classroom Teachers BLT	Our balanced writing program includes elements of mini-lessons, shared writing, independent writing, conferring and author's chair/share.
Pilot Writers' Workshop in classrooms throughout the different grade levels.	Grades 1-5, selected classrooms 60 minute blocks 4-5 times weekly	Ongoing	Classroom Teachers BLT	Writer's Workshop is an interdisciplinary writing program which builds students' fluency in writing through continuous, repeated exposure to the process of writing.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide systematic and scaffolded instruction in 6 trait writing.	All students, K-5	Ongoing	BLT Classroom Teachers	A school-wide curriculum map aligns writing instruction with grade level GLEs.
Teach key vocabulary and writing frameworks using NUA, GLAD, and strategies from Units of Study (Writer’s Workshop).	All students, K-5	Ongoing	Classroom Teachers	Key Vocabulary words and writing frameworks provide students with tools to help them in their writing. Strategies for teaching these come from our previous work in NUA and GLAD strategies. Units of Study provide additional resources for teaching writing.
Instruct students in the correct formation of letters using Handwriting Without Tears curriculum.	Kindergarten First Grade Students IEP students	Ongoing	Kindergarten and First Grade Teachers Resource Room Specialist	Handwriting Without Tears is a curriculum that teaches preprinting and printing skills. By implementing this program in Kindergarten and first grade, legible and fluent handwriting becomes an easy and automatic skill for all students. This program is also used for identified IEP students needing extra support in cursive handwriting.
Provide opportunities for published student writing by featuring student work on our school website, in a student newspaper, in class newsletters, bulletin boards, and class anthologies.	All students grades K-5 5 th grade students, school newspaper editors	Ongoing	Classroom Teachers Computer Specialist	Published student writing gives students an opportunity to share, refine, and celebrate their writing. 5 th grade students will be editors of our new all-school newspaper “Laurelhurst Ledger”, which will feature student writing from each grade level (published 3-4 times a year).

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Develop higher level critical thinking and analytical skills by allowing students to participate in project based learning activities (aligned with Writing Standards).	ALO students and other interested students	Ongoing	Classroom Teachers Librarian Computer Specialist ALO Committee	Students are encouraged to self-select independent project learning projects that develop critical thinking skills. Students present their projects through readings, oral presentations, technological presentations, or other venues.
Develop expository writing skills by using science notebooks to supplement the science curriculum.	Grades K-5	Ongoing with each science unit	Classroom Teachers	Expository writing in science notebooks helps students construct an understanding of the scientific concepts being taught and to think analytically. Instruction is modeled and scaffolded.
Expose students to good writing by children's authors.	Grades K-5	Ongoing	Guest Authors Librarian	Guest authors are featured throughout the school year. They share their books and the process they went through to create, illustrate, and publish their stories.
Integrate technology and student writing by providing computer access and using Ten Thumbs, Microsoft Word, PowerPoint, Kid Pix and iPhoto software.	Keyboarding – 2 nd through 5 th grade students Word – Grades 3-5, L3 and L4 2 nd graders Kid Pix – K – 3 rd grade iPhoto – 3 rd – 5 th	Once a week	Computer Specialist	Integrating technology with student writing allows students to develop skills that will enable them to be better writers in this technological age. The computer specialist works closely with classroom teachers to support learning in the classroom. Students present their work to parents at end of unit celebrations throughout the school year.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Grade-level writing prompts	All students 3 times a year	Grade level teachers	Grade level writing prompts will be given to all students to assess student growth towards making standards.
Writing Samples with rubrics	All students Ongoing	Grade level DATA teams Classroom teachers	Common rubrics are created by grade-level teams to assess student writing. The rubrics are shared with students so that they know what is expected of them as writers. Grade level DATA teams analyze results and use this information to inform instruction.
WASL (writing)	Fourth Grade Students Spring	Principal Testing coordinator Fourth Grade teachers Specialists	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.
Ten Thumbs Software	4 th and 5 th grade students Monthly	Computer Specialist	This software allows students to track their progress as they develop keyboarding skills. It provides information to the computer specialist to help inform instruction.

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>	
Writer's Workshop Videos and Book Study	Classroom Teachers	August TRI Day and early-release days	On-going PD in Professional Learning Communities will be focused on Writer's Workshop and writing strategies.
District offered PD classes focused on writing	Interested classroom teachers	Offered throughout the school year	SPS offers PD classes throughout the school year focused on writing and the writing process.
Grade Level DATA teams	Grade Level teams	Ongoing	Grade level teams meet regularly to assess student work, create rubrics, and plan writing instruction for students.
Science Expository Writing Classes – offered by district	Classroom Teachers	Ongoing	We are continuing our study of the use of Science Notebooks to teach expository writing. We began this work last year with a whole school workshop.

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>
Inform parents about the writing curriculum and Writer's Workshop	All families, K-5	Fall Monthly newsletter	Teachers	Fall Curriculum Night and ongoing classroom newsletters keep families informed.
Inform parents about student progress.	All families, K-5	Fall and as needed	Teachers	Parent conferences are held in November in which student progress is noted and as needed.
Celebrate student writing .	All families, K-5	Ongoing	Computer Specialist Teachers	Student writing will be featured on our school website, on bulletin boards, in classroom newsletters, and in Writer Workshop celebrations.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

Principal, BLT, Classroom Teachers

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

Increase the % of students passing the 5th grade WASL to 70% from the current 3 year average of 66%.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement an inquiry based science curriculum in grades K-5 based on the NSF science units.	All students, K-5	Ongoing	Classroom Teachers BLT	Inquiry science offers students opportunities to investigate and develop scientific thinking. Students learn at an early age to conduct fair tests and to identify variables.
Use student science notebooks to record experiments and teach expository writing skills.	All students, K-5	Ongoing	Classroom Teachers	Science Notebooks support inquiry learning by providing students with opportunities to think more deeply about their observations or analyses. Instruction in expository writing for notebooks is modeled and scaffolded.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide systematic and scaffolded instruction in conducting fair tests (experiments) and identifying and controlling variables.	All students, K-5	Ongoing	Classroom Teachers	A school-wide curriculum map aligns science instruction with grade level GLEs. Special attention is paid to the scaffolded instruction through the school years for conducting fair tests, and identifying and controlling variables.
Teach key vocabulary and writing frameworks for expository writing.	All students, K-5	Ongoing	Classroom Teachers	Key Vocabulary words and writing frameworks provide students with tools to help them in their writing. Strategies for teaching these come from district workshops on expository science journal writing and <i>Writing in Science</i> by Betsy Rupp Fulwiler.
Develop a sense of environmental stewardship through such projects as raising salmon, Stream of Dreams, school garden, and all school composting project.	All students, K-5	Ongoing	Classroom Teachers	Environmental Stewardship projects allow students to apply their scientific learning in real-world applications. All-school projects provide a sense of community and emphasize the importance of science in our world.
Provide opportunities for students to share their learning by participating in the annual Aki Kurose Science Fair.	All students grades K-5	Ongoing	Classroom Teachers	The Aki Kurose Science Fair is held annually. Students in grades K-5 participate. Students can submit science fair projects based on an interest of their own. Conducting fair tests and identifying all variables is encouraged in the various projects.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Extend classroom learning through science enrichment opportunities such as field trips, Stream of Dreams, and the Pacific Science on Wheels.	All students, grades K-5	Ongoing	Grade level teams	Science Enrichment opportunities are provided for each grade level, courtesy of our PTA. These opportunities are aligned with each grade level science curriculum. Field trips, guest speakers, Science on Wheels, Stream of Dreams, Camp Orkila outdoor education are examples of some of the enrichment activities planned for this year.
Develop higher level critical thinking and analytical skills by allowing students to participate in project based learning activities (aligned with Science Standards).	ALO students and other interested students	Ongoing	Classroom Teachers Librarian Computer Specialist ALO Committee	Students are encouraged to self-select independent project learning projects that develop critical thinking skills. Students present their projects through readings, oral presentations, technological presentations, or other venues.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Science Notebooks – rubrics	All students Ongoing	Grade level teachers	Expository writing rubrics are used to help determine student understanding and academic progress in recording their observations and data. The rubrics are shared with students so that they know what is expected of them as writers. Grade level DATA teams analyze results and use this information to inform instruction.
Teacher-made Classroom Based Assessments (CBAs)	Fifth grade Students 2-3 times per year	Fifth grade teachers	CBAs that determine student understanding in conducting and recording fair tests and identifying and controlling variables are given to students. Teachers use this information to help scaffold instruction and to re-teach when necessary.
WASL (Science)	Fifth grade students Spring	Fifth grade teachers	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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>	
Science Expository Writing classes	Classroom Teachers	On-going PD offered by school district	This class focuses on teaching students how to successfully use expository science writing skills. The class is aligned to each grade level's science GLEs.
"A closer look at our WASL science data" Workshop	Classroom Teachers	August TRI PD day, early release PD day	This PD is offered to all the staff by our fifth grade teachers.
Grade Level DATA teams	Grade Level teams	Ongoing	Grade level teams meet regularly to assess student work, create rubrics, and plan science instruction for students.
District sponsored Inquiry Science classes aligned with grade-level science curriculum	Classroom Teachers	Ongoing	Teachers are required to take the district sponsored inquiry science classes before they can receive their "kits". Teachers assigned to a new grade level or newly hired take these throughout the school year.

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>
Inform parents about the science curriculum and our science enrichment program.	All families, K-5	Fall Monthly newsletter	Teachers	Fall Curriculum Night and ongoing classroom newsletters keep families informed.
Inform parents about student progress.	All families, K-5	Fall and as needed	Teachers	Parent conferences are held in November in which student progress is noted and as needed.
Celebrate student learning by hosting our annual Aki Kurose Science Fair.	All families, K-5	Ongoing	Teachers PTA	The PTA sponsors the annual Aki Kurose Science Fair each year. All K-4 students are encouraged to participate. All fifth grade students are required to participate as part of their science curriculum.
Involve families and parents in our all -school environmental stewardship projects.	All families, K-5	Ongoing	Students and Teachers	Families and parents are beginning to participate in our all school composting program. Many parents are helping with the design and the maintenance of our all school garden. Parent volunteers worked closely with the Stream of Dreams and helped students create a fish mural for our school, which emphasizes the importance of keeping storm drains clean.

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>
<p>Family Involvement</p>	<p>Ensure that all families regardless of ethnicity, socio-economic status, or proximity to the school become active participants in their child's education. Create and implement culturally inclusive and effective school-family partnerships, so that all families feel included and welcomed at our school.</p>	<p>As a staff and community we are working to provide outreach to all our families through welcome letters, weekly school newsletters, Extending the Aloha Spirit Welcome Night and bulletin board, mid-year Welcome New Families dinner, New Kindergartener's Picnic, Teddy Bear First Grade Picnic, Multi-cultural Night featuring foods from different cultures and student performances, Curriculum Night, Parent Conferences, Fall Spaghetti Dinner and Parent Night School, monthly Family Math Nights, Literacy Night, International Walk to School Week, Bike to Cool the Planet month, parent forums, volunteer opportunities, scholarships, evening day care for events, family grounds-clean up 3 times a year, "Adopt a Tree" program, "Welcoming Atmosphere Walk-Through Survey", and frequent communication between staff and families.</p>

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
<p>School Climate - Playground</p>	<p>Eliminate student incidents occurring on the playground by redesigning the playground so that students have opportunities to safely develop physical and interpersonal skills.</p>	<p>At Laurelhurst, most incidents occur during playground recesses. The playgrounds are crowded and students have little to do. Most bullying incidents at this school have resulted from interactions during recess. We have been working on this problem for the past three years. We have implemented consistent playground rules, taught Second Step and Steps to Respect curriculum, and trained playground supervisors. We are currently in the process of completely renovating the South Playground through a community wide effort that involves a Department of Neighborhoods Grant and community fundraising events. This has been a three year process and we hope to see final construction by early spring.</p>
<p>Advanced Learning Opportunities (ALO)</p>	<p>Increase the inclusion of complex thinking skills into the curriculum to increase rigor as measured by the valu-added data for fourth and fifth grade students (L3 to L4)</p>	<p>Teachers will refer to the listing of complex thinking skills and/or suggestions from the Cognitive Demand Expectations as adapted from Bloom’s Taxonomy when developing instructional units. Building-wide activities will support advanced learning opportunities for all students, funded in part by the PTA. An ALO advisory committee will provide support for our ALO program. Students will be provided with opportunities to demonstrate learning in a variety of formats: science fair, family math night, Math Olympiad, technology projects, oral presentations,, interest-based projects, multi-arts night, Lego robotics, Classic Books Club, World Languages, Science Adventures, Drama, Chess, and Art Wizards.</p>

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
School Climate - Nutrition	Educate students and parents regarding the benefit of good nutrition as it affects student academic achievement and behavior, and to support the movement towards positive nutritional changes in the lunchroom.	This is an ongoing goal at our school and is supported by our Nutrition Advisory Committee, the creation of a school garden, Great Body Shop curriculum, food composting program, monitoring food waste in the lunchroom, chef/farmer and parents in-class presentations of multi-cultural foods, family education, sustainable living studies, science fair projects, newsletters and interactive nutrition bulletin board.
Music and Art Enrichment	Expose students to the arts by providing instruction in music and art. Instruction will be given by both the classroom teacher as well as Artists in Residence.	Laurelhurst will provide: Vocal music instruction K-5, instrumental music 4-5, and art instruction K-5. In addition students will have the opportunity to participate in after school activities such as Chorus, Drama, and Art Wizards (scholarships available through PTA and Windermere Foundation). Assemblies throughout the school year will be focused on the arts and include 5 th Avenue Theater, Seattle Symphony, guest performers, and student performances.

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	Provide reading instruction and support for L1 and L2 students in grades 1-5 by our Reading Specialist	.1 (LAP) .4 WSS .5 PTA	Y	LAP dollars Seattle Public Schools WSS PTA grant	The funds from the PTA to support a .5 Reading Specialist affect their total budget and how they might use their money in other ways to support the school.
Reading	Provide one-on-one Sound Partners tutors for L1 and L2 students in grades K-2	\$29,000	Y	PTA grant	The funds from the PTA to support Sound Partners affect their total budget and how they might use their money in other ways to support the school.
Reading	Implement leveled K-2 libraries and 3-5 leveled libraries in every classroom	N/A	Y- K-2 libraries	SPS	
Writing	Use Writer's Workshop curriculum as a strategy to develop writers at all grade levels	\$1,500	Y	WSS supply budget	Limited WSS supply budget does not provide enough for <i>Units of Study</i> for each teacher.

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
Writing	Implement handwriting curriculum/program in grades K-1. (Handwriting Without Tears)	\$2,000	Y	WSS supply budget	
Math	Provide small group tutoring (1:3) for L1 and L2 students in grades 1-5	\$23,000	Y	PTA grant	The funds from the PTA to support math tutors affect their total budget.
Science	Enrich grade level curriculum through field trips, guest speakers, Pacific Science Center Science on Wheels, Stream of Dreams, Camp Orkila outdoor education camp	\$20,000	Y	PTA funds	The funds from the PTA for science enrichment affect their total budget and how they might use this money in other ways to support the school.
Science	Use Science Notebooks to help students develop expository writing skills as they record their observations, experiments, data, and conclusions. (PD offered free by SPS. Provide new teachers with a copy of the book <i>Writing in Science</i> by Betsy Rupp Fulwiler.)	\$100	Y	WSS budget	
Science	Develop environmental stewardship for all students by having them participate in the all-school composting project, school garden Stream of Dreams, and salmon project.	\$7,000	Y	Grant – school garden PTA-composting project	

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
Laurelhurst PTA	The PTA actively conducts fundraisers to supplement the school budget so that we can have a reading specialist, art, full day instrumental music, Sound Partners and math tutors.	Year long		Private donation and volunteer time	Ongoing
Friends of Laurelhurst Foundation	The goal of the FOLF is to build an endowment that supports the school now and for future generations. Over the past 10 years, the Foundation has donated money to support the Computer Lab, Sound Partners, Challenge Teacher, School Nurse and Playground Renovation.	Once a year	FOLF	Private donations	10 years
NOAA	Classroom teachers throughout different grade levels work with scientists from NOAA (National Oceanic and Atmospheric Administration) to supplement and enrich our science curriculum.	Year long	NOAA provides resources to staff	NOAA	Three years
UW Pipe Line Tutors and America Reads Work Study Program	Tutors are provided for identified students in grades K-5 through the UW Pipe Line Tutoring Program and the America Reads Work Study Program. Tutors work under the supervision of our reading specialist and classroom teachers.	Year long		UW- America Reads work study program	Five years

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Earth Corp	Fifth grade students teamed with Earth Corp volunteers this year to help clean up Interlaken Park, as part of their environmental studies.	Fall	N/A	Earth Corp Donations	One year
LASER (Laurelhurst After School Enrichment Rooms)	LASER provides before and after day care to over 150 Laurelhurst families. They also offer care for all school breaks, early release days, and summer vacation. LASER staff help supervise the Kindergarten lunch recess and lunchroom. LASER and Laurelhurst are part of the Community Alignment Project.	Year long	Fee based child care program	LASER budget for playground supervision	20 years
LASER Extended Day Kindergarten	LASER offers an extended day kindergarten program for our half-day kindergarten students. AM and PM sessions are offered. The LASER Kindergarten teachers work closely with our Kindergarten teacher to provide a seamless transition for students during the day. They attend all parent conferences, Curriculum Night, and keep in daily contact with our K teacher to align their instruction and monitor student progress.	Year long	Tuition based program		10+ years
Digital Learning Commons	Digital Learning Commons is a nonprofit organization established to improve access to educational opportunities and learning resources by providing high-quality educational materials, online courses, and technology tools for Washington's students, teachers, and parents.	Year long pilot program (3 staff and principal)	Budget for training provided by DLC	DLC	2 years

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
OSPI Peer Coaching Technology Grant	This Peer Coaching Technology Grant from OSPI provides teacher training for the teacher leaders. Substitute time is provided for teams for the purpose of peer coaching. The grant also funds technology to support the peer coaching model..	Year long	Budget for technology and training	OSPI Grant	2 years
Cedar Grove Composting Plant	Cedar Grove works with students and teachers to support our school-wide lunch room composting project as part of our environmental studies.	Year long	Budget for field trips and composting pick-up	Cedar Grove	3 years
Seattle Department of Neighborhoods	Seattle Department of Neighborhoods has awarded us a matching grant to improve our south playground.	Year long	\$80,000 matching funds grant	Seattle Department of Neighborhoods and community-wide fund raising events	2 years
Laurelhurst Nutrition Advisory Committee	This advisory committee was formed four years ago. They continue to work with students and families to promote healthy eating habits and form additional school partnerships with Puget Sound Consumer Co-op and Farm-to-Cafeteria Connections.	Year long	N/A	PTA	4 years
Safe and Active Routes to School Advisory Committee	This advisory committee sponsors events throughout the school year that promote safety, fitness, physical exercise, and educational training for families.	Year long	N/A	Washington State DOT Cascade Bicycle Club REI	4 years

Note: Please delete or add rows as necessary