

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Leschi Elementary School

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Revision History

Revision Number	Date	Comments
Revision 1	October 30, 2008	Edits by Office of School Improvement
Revision 2	November 24, 2008	Edits by Office of School Improvement
Revision 3	December 4, 2008	C-SIP Peer Reviews
Revision 4	December 5, 2008	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

Leschi Elementary School’s Mission: We at Leschi are dedicated to ensuring that students acquire the necessary skills to be high achievers, exemplary citizens and self-motivated learners. **Our Vision Statement:** Leschi is a community of learners who use best practices and research to help every student feel safe and valued, and become life long learners. We use research, frequent assessments, challenging curricula, library resources, and information technology to create individual learning plans for each child. Our goal is to ensure that each student meets or exceeds academic standards.

Our theory of action: The quality of instruction in the classroom is enriched and enhanced by collaborative efforts to ensure that students achieve academic success in mathematics, reading, and writing. This collective leadership provides an excellent environment for closing the academic achievement gap in mathematics, reading, and writing at Leschi Elementary School.

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	<p>Based on our 2008 WASL and DRA scores, 1st through 5th graders did not meet standards in Reading. 4th Grade students are below standards in comprehension/analysis of literary text.</p> <p>We have a SMART goal to increase the percentage of students meeting reading standards: 1st graders’ scores will increase from 17.4% to 30% as measured by the DRA. Second graders’ scores will increase from 52.6% to 62% as measured by the DRA. Third grade students’ scores will increase from 34.1% to 55% meeting standards on the WASL. Fourth grade students’ scores will increase from 50% to 60% as measured by the Reading WASL, and Fifth grade students’ scores will increase from 66.7% to 75% as measured by the WASL. In order to meet this goal, all students will receive literacy instruction in 90 minute blocks which will employ intensive, accelerated reading interventions geared to each student’s individual needs. Teachers will also provide differentiated support for the academic needs of all students through a balanced literacy program. There will be consistent and collaborative focus by grade level teams to create data driven reading instruction. In addition, we will have support by the Team Read program, and community reading tutors.</p>
2	<p>Based on our 2008 WASL scores, 46.3% of our 3rd graders, 52.4% of 4th graders, and 50% of 5th</p> <p>We have set a SMART goal to increase the percentage of students meeting the math standards. Eighty percent of kindergarten students will achieve a score of 80% or higher on the 2009 End-of-Year EDM assessment. Eighty percent of first through second grade students will achieve a score of 80% or higher on the spring 2009</p>

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	graders did not meet standards in Math.	District Benchmark Assessment. The scores of third grade students will increase from 53.7% to 65% meeting standard on the Math WASL. Fourth grade students' scores will increase from 47.6% to 60% meeting standard on the Math WASL, and fifth grade students' scores will increase from 50% to 60% meeting standard on the Math WASL. In order to meet this goal, all students will receive instruction in 90 minute math blocks, with added discourse strategies to the Everyday Math curriculum. The 3 rd , 4 th and 5 th grade teams will continue Walk To Math instruction to teach students WASL-like problem-solving strategies. Teachers will meet monthly to collaborate, and develop data driven instruction. In addition, below grade level math students will benefit from our community math tutors.
3	Based on our 2008 WASL Writing results, 23.8% of students met standards in Content/Organization/Style, and 76.2% met standard in Conventions.	We set a SMART goal to increase the percentage of 4 th grade students meeting the writing standards, particularly in the areas of Content/Organization/Style from 23.8% to 35%, while maintaining our scores in Conventions at 76%.
4	Based on the 2008 Student School Climate Survey, 34.7% of 3 rd through 5 th graders reported being bullied.	We have set a SMART goal to decrease the number of students bullied, from 34.7% to 10%, as measured by the 2009 Student Survey. In addition, we will decrease student safety concerns from 36% to 10%, assessed by the 2009 Student Survey.

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.

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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	It is very important for all students to become proficient readers, especially our African American students who did not perform as well as other groups on the 2008 WASL.	1 st graders' scores will increase from 17.4% to 30%, as measured by the DRA. Second graders' scores will increase from 52.6% to 62%, as measured by the DRA. The number of third graders meeting standard on the WASL will increase from 34.1% to 55%. The number of 4 th graders meeting standard on the Reading WASL will increase from 50% to 60%, and the number of Fifth grade students meeting standard on the reading WASL will increase from 66.7% to 75%.
Math	All students must be able to compete at a Global level, as mathematicians and scientist of the 21 st Century. It is, therefore, imperative that our students at Leschi Elementary get the highest quality of math instruction possible.	Eighty percent of kindergarten students will achieve a score of 80% or higher on the End-of-Year EDM assessment. Eighty percent of first and second grade students will achieve a score of 80% or higher on the spring 2009 District Math Benchmark Assessment. Third grade students' scores will increase from 53.7% to 65% meeting standard on the Math WASL. Fourth grade students' scores will increase from 47.6% to 60% meeting standard on the Math WASL. Fifth grade students' scores will increase from 50% to 60% meeting standard on the Math WASL.
Writing	We believe that the skill of writing is one of the five proven elements of successful schools, as it contributes to skill building in all of the areas of learning.	4 th grade students' scores will increase from 55.8% to 65% meeting standard on the Writing WASL.

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
School Climate	We believe that the best learning takes place in a positive, safe learning environment.	To decrease total reported bullying for 3 rd through 5 th graders from 34.7% to 10%, as measured by the 2009 student survey. Student safety concerns will decrease from 36% to 10% on the 2009 student climate survey.

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 reading focus will support the district’s strategic plan by increasing the number of students who pass or exceed passing levels of both the DRA and the WASL. Our focus will also support those students who have historically performed below district standards according to the strategic plan.

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?

- Teachers will collaborate cross-grade to ensure peer to peer tutoring and coaching in key focus areas.
- Teachers will observe and analyze teaching strategies and skills presented during class lessons. Those strategies will be elaborated upon during team and cross-grade meetings.
- All teaching staff will stay abreast of and share benchmark strategies, ideas and articles that further our school and the district’s strategic plan.

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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 five teachers representing grades K-5, bilingual and special education staff, and, principal, a classified staff which is our family support worked and a parent. • Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL,DRA,Everyday Math, classroom-based assessment, professional development 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); 1parent serves on our BLT and a second parent fills in when the original parent is unable to attend a meeting. <p>Our C-SIP was presented @ curriculum night on October 16, and parent input will be included in our ongoing C-SIP refinement. This event included parents from whom English is not their primary language.</p>
	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
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

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

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SECTION 1: OVERVIEW

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

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

Title I status

This school receives Title I funds.

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

SECTION 1: OVERVIEW

Title I School-Wide Program 10 Components – LESCHI

Component	How school has addressed each Component
1	<p>What type of needs assessment did we conduct, to determine C-SIP goals?</p> <p>At Grade-Level Team (GLT) meetings on 9/11/08, 9/18/08, and 9/25/08 and in our Building Leadership Team (BLT) on 9/9/08, and 9/25/09 that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on 9/18/08 and 9/25/08.</p>
2	<p>What reform strategies are we using to improve student learning?</p> <ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on 9/18/08 and 9/25/08. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on 8/27/08 and 8/28/08. • 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, learning goals, Team Teaching, use of discourse, and HLTM (High Leverage Teaching Moves in all subjects).
3	<p>Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?</p> <p>Teachers: Yes. This information was made available to all parents in the fall.</p>
	<p>Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.</p>
	<p><u>Correction plan.</u> Not applicable.</p>
4	<p>How are we providing staff with professional development that is high-quality and ongoing?</p> <ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools’ PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5	<p>What do we do to attract and retain high-quality, highly-qualified staff?</p> <p>We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.</p>

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

SECTION 1: OVERVIEW

	Component	How school has addressed each Component
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"> • At Leschi, we host an event for pre-schoolers and their families to meet our kindergarten team and tour the school on 1/6, 1/13, 1/20, 1/27/09, 2/3 and 2/10/09; also, in May each year, we have preschools visiting our Kindergarten classrooms to observe lessons. • We publish the middle school tours schedule in our news letter and remind our parents to take advantage of the open enrollment process. Also, we send home flyers by students, reminding them of the various middle school Ice Cream Parties, and/or Open House. • When possible, we invite a middle school counselor to our school to speak with our 5th graders about their "Middle School Fears."
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 and staff

S.M.A.R.T. Goal: 1st graders scores will increase from 17.4% to 30% as measured by the DRA. Second graders scores will increase from 52.6% to 62% as measured by the DRA. Third grade scores increase from 34.1% to 55% meeting standards on the WASL. Fourth grade scores will increase from 50% to 60% measured by the Reading WASL, and Fifth grade scores will increase from 66.7% to 75% as measured by the WASL.

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
Students will be taught reading strategies through a balanced literacy program, including reading aloud, shared reading, guided reading and independent reading, so that they will become proficient readers.	<ul style="list-style-type: none"> • All grades 	October-June	Teachers, Primary Staff	Reading instruction will include phonemic awareness, phonics, vocabulary, comprehension, fluency and the reading/writing connection. Grade and cross-grade teams will be given opportunities to meet frequently to assess and reassess their instructional success. NUA Teacher leaders and trained staff will provide training and support.
4 th grade students will be taught comprehension and analysis of literary text.	<ul style="list-style-type: none"> • 4th grade students 	September - June	Teachers of 4 th grade students	Teachers will use balanced literacy to support students, as they learn to comprehend and analyze literature.
All students will have access to leveled materials for guided and independent reading.	<ul style="list-style-type: none"> • All grades 	October-June	Librarian	Teachers will give the librarian Fountas and Pinnel classroom level range. Librarian will provide appropriate bibliographies for differentiated instruction and independent reading.
Regular use of technology will be provided to enhance classroom instruction in reading,	<ul style="list-style-type: none"> • All grades 	September-June	Teachers, Technology Teacher (ET), and Librarian	Technology teacher and librarian will work with classroom teachers to support reading instruction through the use of computers.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Intensive, thorough reading intervention	<ul style="list-style-type: none"> All students not meeting grade level standards 	October 2008- June 2009	Instructional Assistants, Teachers, Librarian, After-school childcare providers, Team Read	Leschi will focus on a variety of intervention strategies to ensure that every student will be matched with the most effective intervention strategies. These will include: differentiated classroom instruction, peer-to-peer tutoring, cross-grade level tutoring, community volunteer readers for grades k-1, education of parents regarding the importance of reading at home, and parent volunteers.
School-Wide Reading Promotion	<ul style="list-style-type: none"> K- 5 students 	September- June	Teachers, Librarian	Free books will be given to families for reading at home if students read a minimum of 20 minutes read per night. Leschi 4 th /5 th grade students will participate in the Global Reading Challenge as well as literature groups provided in the classroom and by the librarian.
Project based learning	<ul style="list-style-type: none"> Grades 4-5 	February-June	Teachers, librarian technology teacher	Utilizing the Big 6 Research Skills, students will independently analyze and synthesize information in non-fiction text.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Inclusion of SPED, resource and bilingual students into the regular classroom setting	<ul style="list-style-type: none"> Grades K-5 	September-June	Classroom, SPED and bilingual teachers	Reading will be taught in the Regular Ed classroom with the support of the specialized teacher.
Lesson Analysis and study	All staff/ All staff/Cross Grade level and grade level	At least 2x per trimester	All Teachers	Grade and cross grade level teachers and teams will inform, support, analyze and modify lessons according to student needs as evidenced by direct observation of lessons presented and review of lessons to be presented.
30 reading every night	<ul style="list-style-type: none"> All students 	September 08/- June 09	Students and Parents	Include: read a million words, 20 days and students get a free book, read and respond, and family read night.
Data Teams	<ul style="list-style-type: none"> All students not meeting grade level standard. 	September 2008 – June, 2009	Principal, Teachers	Grade level and cross-grade level teams will meet once every 2 weeks with a focus on reading data, setting instructional goals, monitoring student progress, adjusting instruction and matching students with direct, appropriate interventions.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WASL Released items	All students	Teachers, Instructional Assistants	WASL released items will inform teachers how to modify classroom instruction to ensure successful skill building of vocabulary, comprehension and the interpretation of text.
Ongoing summative and formative, classroom based assessments to guide instruction.	All Students	Teachers, Instructional Assistants'	Daily assessments will inform instruction and direct teachers to areas where modification and differentiation is needed.
2009 Reading WASL	3 rd ,4 th and 5 th graders 1x/ year	State, district, principal, teachers	Analysis of WASL scores will inform our instructional strategies for 2009-2010.

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>	
In-house, peer to peer professional development	All staff/Cross Grade level and grade level	At least one session per month	Focus: Analyzation of student work, modification of CBAs
District – sponsored professional development	All staff/ All staff/Cross Grade level and grade level	As often as needed.	Cross grade and grade level participation in best practices research and results, as presented by District sponsored staff. Focus on intervention and instruction based on student needs.
Balanced Literacy Training	All Teachers	Professional Development Day	District support in providing Balanced Literacy Training, both in school and out.

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>
Family Reading Nights	<ul style="list-style-type: none"> All families of Primary and Intermediate Students 	Fall and Spring	Teachers, families, Family Support Worker, and staff.	During Family Reading Nights, teachers will present parents with direct and effective strategies for reading with their children.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Mathematics

Lead Responsibility: Teachers, Math Coach, and Principal

S.M.A.R.T. Goal: Eighty percent of kindergarten students will achieve a score of 80% or higher on the End-of-Year EDM assessment. Eighty percent of first and second grade students will achieve a score of 80% or higher on the spring 2009 District Benchmark Assessment. The number of third grade students meeting the Math WASL standards will increase from 53.7% to 65%. The number of fourth grade students meeting standard on the Math WASL will increase from 47.6% to 60%. The number of fifth grade students meeting the Math WASL will increase from 50% to 60%.

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>
Use of common math vocabulary.	All students in grades K-5	Ongoing; all year	All staff	Teachers will use the aligned Everyday Math curriculum and WASL item specifications/vocab lists, display word walls accompanied by pictures, and use vocabulary aligned with the 2008 Washington State Performance Expectations.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teachers will introduce math concepts using numbers, words, movement and pictures. An increase in student discourse will be emphasized.	All students in grades K-5	Ongoing; all year	All staff	Teacher instruction will include using math journals/notebooks, sharing student strategies on the board, document camera or in small groups. Students will engage in partner discourse daily. Students will share verbally their thinking processes and methods of problem-solving.
Teachers will use manipulatives and hands-on materials to introduce math concepts, support students in practicing math skills.	All students in grades K-5	Ongoing; all year	All staff	Teachers will supplement EDM lessons and encourage the use of manipulatives to build a concrete understanding of math concepts.. Teachers will encourage and emphasize student discourse around the manipulation of math materials, as students learn and practice new math concepts. Manipulatives will be available daily at student request.
Walk to Math: Students will be taught problem solving strategies and math vocabulary similar to those that appear on the WASL.	Students grade 3-5	Oct/Nov – April	3 rd -5 th grade teachers and support staff	Students in grades 3-5 will work in small groups on problem solving strategies using WASL released items.
Grade level Teams and Data Teams will meet to determine specific academic needs of students.	All students not meeting grade-level standards	Ongoing; all year	All staff	Teachers will work together to analyze student work and assessments, identify common areas of need among students, and select interventions and supplemental strategies to address those needs.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Regular use of technology to enhance classroom instruction in mathematics will be provided.	<ul style="list-style-type: none"> • All grades 	September-June	Teachers, technology teacher (ET).	Technology teacher will work with classroom teachers to support math instruction, through the use of computers.
Inclusion of SPED, resource and bilingual students into the regular classroom setting.	<ul style="list-style-type: none"> • Grades K-5 	September-June	Classroom, SPED and bilingual teachers	Math will be taught in the Regular Ed. Classroom, with the support of the specialized teacher.

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>
SPS Baseline and Benchmark Math Assessments	Typical students in grades 1-5, three times per year	Administration; classroom teachers; math coach	Data will show initial student achievement and show growth over the year. It will inform teachers regarding the success of instruction.
2009 Math WASL	3 rd , 4 th and 5 th grade students. 1x/ year	State, District, Principal, Teachers	The results of the Math WASL will inform our instruction for the school year 2009-2010.
Everyday Math grade level pre-test, and unit pretests.	All students K-5	Classroom teachers	Formative assessments will be used to identify areas of instruction to emphasize for students. They can also give teachers additional information regarding the need for the reinforcements of skills which will inform intervention instruction.
Mid-Year, and End-of-Year assessments and End of Unit EDM tests..	All students K-5	Classroom teachers	Summative assessments will be used to show growth over time and mastery of concepts, and inform teachers about the success of their 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>	
District Elementary Math Professional Development	All classroom teachers (with Graham Hill), Math Building Leaders	Four 2-hour sessions throughout the year	Ongoing math professional development focused on assessment, supplemental strategies, and best practices.
Individualized math coaching for classroom teachers	Math Coach, principal, classroom teachers	One time per month (or as needed) by individual appointment	Math coach will meet with individual teachers or grade bands to support and reflect on mathematics instruction and the use of best practices!!!!

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>
Individualized tutoring	<ul style="list-style-type: none"> Families with students not meeting grade level standards and who specifically request assistance 	Ongoing; all year At a time convenient for teacher and student	Teachers, and community volunteers	Tutoring will occur based on student need at a time convenient for teacher and student.
Math family night	<ul style="list-style-type: none"> All Leschi families 	1x/ Year	Math coach, all teachers, PTA, Family Support Worker	Leschi families will be invited to an after school/evening event focused on math strategies and games that can be used at home.
WASL Q&A Family Night	<ul style="list-style-type: none"> Specifically families of students grades 3-5, but all families invited and welcome. 	1x/ Year	Family Support Worker, PTA	Leschi families will be invited to an informational session about the WASL. Strategies to practice at home will be presented and families will have a chance to ask questions.

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: All Leschi Staff

S.M.A.R.T. Goal: 4th grade students who meet standard on the Writing WASL will increase 55.8 to 65%.

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>
Teachers will focus on the all 6 traits of writing, dependent on their grade level.	<ul style="list-style-type: none"> All Students 	September 08/- June 09	Teachers	Teachers will use rubrics of the 6 traits, incorporating reading, math, science, and social studies. Families will be supplied with the vocabulary and descriptions of the 6 writing traits. There will be a family night to educate families about the scoring of student writing. Literature will be used to support the identification of the 6 traits of writing.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Writing Enrichment	<ul style="list-style-type: none"> All students 	September 08 - June 09	teachers	Enrichment of our writing curriculum has many facets. Some of them include: Family night, story slam, Young Authors Festival, and team read.
Balanced Literacy in the Classroom	<ul style="list-style-type: none"> All students 	September 08/- June 09 90 minute literacy block in every class at every grade level.	teachers	Includes: writers workshop, responding to reading in journals, group projects, research projects, and writing about issues in math, social studies, and science.
Use of daily writing journal	<ul style="list-style-type: none"> All Students 	October 08-June 09	Teachers and students	All Leschi students will incorporate a daily journal, use the writer's workshop, peer share writing, use math response morning message, science expository writing, and read, write, and solve.
Regular use of technology to enhance classroom instruction in writing.	<ul style="list-style-type: none"> All grades 	September-June	Teachers, technology teacher (ET), and Librarian	Technology teacher and librarian will work with classroom teachers to support writing instruction, through the use of computers.
Project based learning	<ul style="list-style-type: none"> Grades 4-5 	February-June	Teachers, librarian technology teacher	Utilizing the Big 6 Research Skills, students will independently analyze and synthesize information to produce a written product.
Inclusion of SPED, resource and bilingual students into the regular classroom setting	<ul style="list-style-type: none"> Grades K-5 	September-June	Classroom, SPED and bilingual teachers	Writing will be taught in the Regular Ed classroom with the support of the specialized teacher.

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>
Writing samples 3 times per year	All students (3x/ year)	Teachers, ELL, testing coordinator	Use of writing samples to show proficiency in the students writing for the 6 traits. This information will drive writing instruction and mini-lessons.
WASL released items	4 th grade students	4 th grade teachers	Students will have a chance to write using prompts, and teachers will score this writing gathering data around writing proficiency in order to inform instruction.
Writing WASL	4 th grade students	4 th grade teachers, the District, the State	Teachers will use data to drive instruction for the 2009-2010 school year.

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 Development in writing traits.	Teachers	On Wednesday sessions throughout the school year.	Teachers that are trained in the 6 traits of writing and "writing process" will prepare and create professional development for other staff who have not received trainings.
Lesson Study	Staff	3 times per year	Grade level teams, support staff will meet and plan/observe, and reflect on writing instruction, collaboratively.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family Writing Night	<ul style="list-style-type: none"> All Families 	As needed	FSW/FCP	Parents will be taught to score writing samples. Teachers will share writing WASL rubrics and scoring methods. Parents will be taught to use the writing process and support 6 traits writing 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 #4: School Climate

Lead Responsibility:

All Staff , including Counselor

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

To decrease total reported bullying for 3rd through 5th graders from 34.7% to 10% as measured by the 2009 student survey. Student safety concerns will decrease from 36% to 10% on the 2009 student climate survey.

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>
Use of Second Step and Steps to Respect social skills curricula.	<ul style="list-style-type: none"> All Students 	Throughout the school year	Teachers, counselor, and Family Support Worker	These social skills curricula will teach students how to manage themselves in many social settings.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Friday Assembly	<ul style="list-style-type: none"> All Students 	Every other week	Principal/Staff	100% of students will be acknowledged as student of the week for displaying good citizenship and/or academics, at some point during the school year. Their pictures will be displayed in the hallway. Students will have the opportunity to display their reading, writing, oratorical, musical, physical, and dramatic skills.
Class Meetings	<ul style="list-style-type: none"> All Students 	Twice a month	Teacher	Decrease student referrals to office, and in time-out areas. Increase student buy-in regarding classroom rules and values.
School Spirit Days	<ul style="list-style-type: none"> All Students 	Throughout the year	Student Council/ Principal/Counselor/ Family Support Worker	Students plan interest based events and activities, for the purpose of developing community and trust in the school.
Buddy Classrooms/ Reading Study Buddies	<ul style="list-style-type: none"> Primary students paired with Intermediate students 	Throughout the year	Classroom Teachers	Classrooms pair with each other so that older students support the academics and social skills of younger students, while refining their own skills.
Choir	<ul style="list-style-type: none"> Preschool through 5th grade 	Twice a week	Choir Director	Students, with permission, meet twice a week before school to prepare for performances.

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>
2009 Student Climate Survey	3 rd through 5 th grade students 1x/ year	Teachers and District	Major themes will be provided to the school around student climate, and will allow staff to make changes accordingly for the year 2009-2010.
Number of disciplinary actions around bullying	Students who display bullying behavior	All staff, counselor, and administration	This will help identify the offenders and address their needs, therefore reducing the incidents of bullying.

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>	
Second Step and Steps to Respect Training	All staff	Professional Development Day	Social Skills Curriculum presented by the Committee For Children

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Curriculum Night	<ul style="list-style-type: none"> • All Families 	October	All Staff	Information will be shared with parents about various activities and curriculum including, Social skills curriculum , Choir, Spirit Day, etc.
Newsletters	<ul style="list-style-type: none"> • All Families 	Monthly	Principal and Secretary	School information and time dependent events will be communicated to parents through the newsletter.
PTA Meetings	<ul style="list-style-type: none"> • All Families 	Monthly	Parents and Staff	School families will be able to initiate and participate in the activities that promote safety in the school.

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>

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	Reading Specialist to assist with small group instruction, and Walk to Read	.5 FTE \$45,568	Yes	Title I	
Reading and Math	IA to support low achieving students in reading and math	.71 FTE \$33,544	Yes	Title I	
Reading and Math	IA to support low achieving students in reading and math	.29 FTE \$13,701	Yes	LAP	
Reading	Team Read Tutoring Program – high school tutors, in an after school program for grades 2 nd and 3 rd graders. Also, 4 th grade Reading Leaders tutoring 1 st grade students below grade level.	NA	Yes	NA	
Reading, Math, and Writing	Extended Bilingual teacher’s time to support the inclusion model with pull-out as needed program for Bilingual and Sped students.	.2 FTE \$17,936	Yes	Title I	
Reading	Books to support the librarian in supplying classrooms with leveled books to support balanced literacy in the classrooms.	\$2,500	Yes	Baseline	
All Subjects	Kindergarten teacher to give students the advantage of a full day academic program to support their continued learning.	.5 FTE \$41,217	Yes	Title I	

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
Team Read	High School Students are used as reading coaches to tutor 2 nd and 3 rd graders.	Twice a week/ after school	NA	NA	Yearly
MESA	Math Engineering Science Achievement (MESA) supports teachers, students, and parents with innovative hands on programs and opportunities	Quarterly	NA	NA	Yearly
Instrumental Music Partnership Program	High school students and community volunteers give individual instrumental music tutoring to 4 th and 5 th graders.	Once a Week	Donations	Donations	Yearly
PTA	Support school in fundraising activities to support classroom activities and projects	Throughout the year	NA	NA	Yearly
CDSA(Community Day School Association)	Support students with homework, school choir, and the school in bridging the pre-school/kindergarten gap.	Yearly	NA	NA	Yearly

Note: Please delete or add rows as necessary