

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Maple Elementary

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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 10, 2008	C-SIP Peer Reviews
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2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: OVERVIEW

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

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

VISION: Motivated Achievers, Perform, Learn, Excel. The Maple School community of parents, staff, volunteers, and students is responsible for providing each student with the opportunity to have a positive and meaningful education in a pluralistic learning environment.

MISSION: Every student will attain his/her highest potential and be empowered to become a life-long learner.

Theory of Action: At Maple we create an environment so that all children can achieve standards. We are an open concept school where teachers team and share with one another and students in open and visible spaces. Our students have self-discipline and work very well in this open environment. A very caring and highly skilled staff serves our diverse student population. In addition, parents and community volunteers lend their talents and support to the staff and to the students. We, at Maple, hold fast to the belief that all children can reach district standards and will learn in an environment that is positive, safe and productive.

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?
K	Kindergarten - Need more support for Free/Reduced Lunch, 99% of our Kindergarten students passed Stage A, 70% reached DRA Level 3 or higher	We have a SMART goal to continue to exceed district goals using our K-2 libraries, guided reading, literacy centers, Data Team Meetings, K – 5 curriculum alignment, and the support of our instructional assistants
1	79% of 1 st graders met DRA standard in reading. Of the 15 who did not make standard 13 were F/R lunch, 13 were ELL. 67% (2) SpEd met standard, 33% (1) did not.	Continue strong emphasis on literacy through teaching strategies: phonics, sight words, Lucy Caukins, Stephanie Harvey, GLAD, Leveled K – 2 classroom libraries, Library Every Day ?, ELL Collaboration with push in/pull out model. Strengthen school – home relationships with focus on ELL parents through use of translators, improved school to home communications, Title I parent meetings, classes and workshops.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
2	DRA scores dropped from 92% to 82%. 60% (3) SpEd met standard, 40% (2) did not. Free/Reduced Lunch 75% met standard, 25% did not. ELL 54% met standard, 46% did not	Continue strong emphasis in reading across the curriculum. Students are choosing and reading books at their reading level. K-2 libraries are leveled and nonfiction books are introduced & emphasized throughout each unit. Students will keep reading log & teachers will monitor student progress & move them to new level. ELL collaboration, aligned sheltered instruction, push in/pull out as needed. DRA used as assessment tool. Phonics is explicitly taught and assessed with SPS assessment. Sight word assessments given 2 to 3 times/year.
3	Only 36% of 3 rd graders met standard in Informational Text in the Comprehension Strand of 2008 WASL.	Use Stephanie Harvey's comprehensive toolkit to increase/improve nonfiction reading strategies. Integrate informational text in all subject areas. Assess informational text comprehension using WASL release items.
4	Only 36% of 3 rd graders met standard in Informational Text in the Comprehension Strand of 2008 WASL.	Implement guided reading, literacy centers, vocabulary development, integrated curriculum, culturally relevant materials an instruction in balanced programs between fiction & nonfiction. Use EXCEL Program.
5	2007 38% SpEd passed Reading WASL, 2008 26% passed.	Continue working closely with the SpEd staff to ensure that instruction is at the appropriate levels for SpEd Student. Reading instruction should always be at student's instructional level.

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

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	Washington State Standards	See above and below for each grade level in each focus area.
Math	Washington State Standards	
Writing	Washington State Standards	
Science	Washington State Standards	
Social-emotional Growth	Prepare students for leadership roles in a global society.	

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.

These major focus areas will ensure excellence in every classroom for all students, including ELL and those in special education. In kindergarten 100% of students will pass Stage A of the Kindergarten Assessment, with 75% meeting or exceeding DRA Level 3. In Grade 2 we will meet or exceed district average on DRA. We will meet or exceed district standard for 3rd, 4th and 5th graders taking the reading and math WASL. 5th graders will meet or exceed district average on science WASL. 4TH Graders will continue positive trend, well above district average, in WASL writing.

We will engage stakeholders through Maple Decision Making Matrix, BLT, family engagement activities, continued participation with outside partners.

PE, Science and health will support physical and nutritional education and growth.

Counselor, office staff, nurse, ELL staff and FSW will create supportive family atmosphere and positive 2 way communication.

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?

Writing is the foundation of our program and occurs across curriculum in all content areas.

Monthly data team meetings

All classroom teachers teach all three science kits

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 BLT is represented by each grade level, principal, SAEOP, classified staff, ELL staff, Specialists, Special Ed, PTSA, and CDSA. • Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT, all staff, and PTSA Board • Our C-SIP was presented PTSA Meeting on 11/10/08 and their input will be included in our ongoing C-Sip refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: 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 receives Title I funds.

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

SECTION 1: OVERVIEW

Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings (8/26, 8/29, 9/24,10/1,10/29/08) and in our Building Leadership Team (BLT) (9/23/08) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on (8/26, 8/29, 9/24/08)
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups (8/26, 8/29, 9/24, 10/2, 10/9, 10/16/08) . • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics (8/26, 11/20/08). • 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, and learning goals.
3 Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools’ PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5 What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.

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"> • We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school (8/27, 10/2, 10/23/08, dates in winter for parent tours TBA). • At Maple, parents and students are informed of middle school enrollment deadlines and open house nights via on our website and newsletter in order to help with the transition to middle schools. For our Special Education students our resource room teacher and our BIP teacher meet with SpEd middle school teachers and pass on files at the Risers Meeting in the spring. Our families and students are encouraged to visit middle schools of their choice. Representatives from middle school are invited to address our 5th grade parents about the transition at our Assessment Night in February.
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.

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility: Classroom Teachers, ELL Staff, Specialists, IAs

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

Grade:
 K: 90% of students pass Stage A of Kindergarten Assessment. 40% Score at Level 3 or higher on DRA.
 1: 77% of students meet DRA Standard at or above Level 16 with a total score of 12, with 3 or 4 in Retelling.
 2: Will meet or exceed District average of 40% DRA, at Level 28 with a total score of 12, with 3 or 4 in Retelling.
 3: Meet or exceed District average on WASL Reading 2009 Assessment.
 4: Increase % of students meeting standard in Information Text/Comprehension and Literary Text, Analyze/Interpret to 70%.
 5: Meet or exceed District average on WASL Reading 2009 Assessment.

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>
Daily use of K-2 Library in class and at home	All Students	Year-round	Classroom Teachers	Student select their own books at their reading level to read and re-tell to teachers, instructional assistants, and parents

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Guided Reading Groups	All K – 3 Students	Year-round	Classroom Teachers, ELL Staff	Classroom teachers/ELL staff pulls small group to focus on common skill support, such as using context clues, word attack strategies.
Sequence & Retelling	Students who score 2 or below in retelling on Fall DRA	Year Round	Classroom Teachers, ELL teachers	Teacher models sequencing & retelling. Students practice orally, in writing and pictorially retelling to teachers, tutors, interns and parents.
Fluency	Students who score 2 or below in phrasing or fluency on Fall DRA	Year Round	Classroom Teachers, ELL teachers	Students will use Read Naturally to increase fluency. Teachers/IAs will monitor & increase reading level/goal as students become more fluent. IAs & tutors will help supervise program.
Phonics	Students needing phonics instruction will be identified by phonics assessment.	Year Round	Classroom Teachers, ELL teachers	Students will have direct phonics instruction on vowel sounds, combinations, blends by classroom/ELL teacher and/or IA.
EXCEL: 11/12 students participating in EXCEL last year passed Reading WASL	All 4 th grade students	Year Round	4 th Grade Team	After school tutoring
Small Group Instruction	All 4 th grade students	Year Round	4 th Grade Team	Use pull out groups, mimi lessons, tutors, ELL support
Test preparation	All 4 th grade students	1/week	4 th Grade Team	Use WASL release items, test prep strategies and materials.
Differentiation of instruction/materials	All Students	Year Round	Classroom Teachers, ELL teachers	Use culturally relevant materials and relate materials/instruction to students' life.

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Instructional Assistants/Tutors	Underachievers & those closest to making standard	Year Round	Classroom teachers/ELL teachers	Students not making standard will work with IAs and tutors individually or in small groups.
Data Team Meetings	Grade Level Teams	Monthly @ PCP	Classroom teachers/ELL teachers	Review data with teams and principal/counselor to determine strategies needed.
Reading lyrics and musical notation in multi-arts	All Students, K - 5	K - 2 - 1 st sem. 3 - 5 - 2 nd sem.	Baker/Multi-arts teacher	During general music students will read the lyrics of songs as if it were text in a book. Students will have opportunities to read and sing in unison, and individually w/teacher.
Reading & performing plays during multi-arts	All Students, K - 5	K - 2 - 1 st sem. 3 - 5 - 2 nd sem.	Baker/Multi-arts teacher	During drama/theatre students will read several plays - some as readers' theatre, others for memorization and performance.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
K: K Assessment - as needed each reporting period	All Kindergarten Students	Classroom Teachers, ELL staff, Specialists	Determine that all students are progressing adequately to meet June standard. Students not making AP: SLP developed, Parent conference, referred to SIT, where action plan will be made and implemented.

2008-09 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
1: Ongoing test on Basic Sight Words, phonics assessment, Read Naturally, DRA, IRIs, Reading Conferences	All First Grade Students	Classroom Teachers, ELL staff, Specialists	Determine that all students are progressing adequately to meet June standard. Students not making AP: SLP developed, conference w/parent, referred to SIT, where action plan will be made and implemented.
2: Ongoing test on Basic Sight Words, phonics assessment, Read Naturally, DRA, IRIs, Reading Conferences	All Second Grade Students	Classroom Teachers, ELL staff, Specialists	Determine that all students are progressing adequately to meet June standard. Students not making AP: SLP developed, conference w/parent, referred to SIT, where action plan will be made and implemented.
3: WASL release questions	All 3 rd graders – fall baseline	Classroom teachers/ELL staff	Use baseline results to inform instruction and monitor progress, focus on Informational Text in Comprehension and Analyze/Interpret in Literary Text.
4: WASL release questions, formative, summative assessments	All 4 th graders	4 th Grade Team/ ELL teachers	Use data from CBAs, teacher observations, WASL release questions to inform instruction and remediation strategies.
5: WASL release items	All 5 th graders	5 th Grade Team/SpEd & ELL staff	Use data from WASL release items, DRA, CBAs to inform instruction. Ensure students are always working at texts appropriate to their reading level.

Note: Please delete or add rows as necessary

2008-09 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>	
GLAD	Untrained staff and those in need of a refresher.	Ongoing	
Stephanie Harvey	Untrained staff and those in need of a refresher.	Ongoing	
Readers' Workshop	Untrained staff and those in need of a refresher.	Ongoing	
Using K-2 Library	Untrained staff and those in need of a refresher.	Ongoing	
Independent Reading	Untrained staff and those in need of a refresher.	Ongoing	

Note: Please delete or add rows as necessary

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent help in the classroom	All Families	All Year	Teachers and Parents	Parents help students practice re-telling and listen to students read
SOAR	Pre-K, Kindergarten, 1st	Monthly	Counselor & FSW	Plan and conduct variety of parent involvement activities: ELL Curriculum Night, Parent Breakfast, Assessment Night, Welcome Night,
Parenting Classes	Free/Reduced Lunch, struggling parents, Limited English Speaking parents	Four classes/year	Counselor	Plan & conduct variety of parent involvement activities: ELL Curriculum Night, Parent Breakfast, Assessment Night, Welcome Night
ELL Curriculum Night	Limited English Speaking parents	October	ELL teachers and IAs	The ELL staff will present grade level curriculum/syllabi, academic, behavioral and parent participation expectations in language groups: Chinese, Spanish, Vietnamese, and Somali
Concerts	All Families	Nov./March	Baker/Multi-arts teacher	Students will sing 2 – 4 songs with their class at an evening concert.
Musicals	All Families	Jan/May	Baker/Multi-arts teacher	Students will perform short musical plays during the day at Maple for parents an other interested parties, such as SPS central office support personnel.

Note: Please delete or add rows as necessary

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math

Lead Responsibility:

Classroom Teachers, ELL Staff, Specialists

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

Primary: 85% of students will meet standard on Kindergarten Inventory/District Math Assessment
 Intermediate: 80% will meet standard on 2009 Math WASL: 75% of 4th graders will meet standard on 2009 WASL in Probability/Statistics and Making Connections

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 EDM Curriculum	All Students in Grades K -5	daily	Classroom Teachers	Use multiple intelligences to teach math concepts. District pacing, collaborate w/team and reflect on effectiveness of lessons.
Small groups	All Students in Grades K -5	daily	Classroom Teachers, Support Staff	Differentiate/reteach to students who may need more instruction or review of concepts.
EDM online/Study Island	All Students, K - 5	daily	Classroom Teachers, Support staff, Parents	Use available technology to support learning at home an school.

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Reading musical notation in multi-arts	All Students	K – 2 – 1 st sem. 3 – 5 2 nd sem.	Baker/Music teacher	During general music students will utilize basic math skills in counting, addition, multiplication, and fractions to read and write musical notation.
Utilizing geometric shapes/forms, rhythm and pattern in multi-arts	All Students	K – 2 – 1 st sem. 3 – 5 2 nd sem.	Baker/Music teacher	During visual arts students will identify and incorporate elements of geometry and the design principle of rhythm and pattern to create artwork.
Math Facts drill	All 3 rd graders	½ hour daily drill	Stevenson/PE teacher	Drill on addition and multiplication math facts. Time tests given and progress recorded.
Story Problem remediation	Struggling 4 th graders	2 to 3 times/wk	Stevenson/PE teacher	Small group instruction for students lagging behind in classroom on problem solving.
Problem Solving Math Journals	All Students – K- 5	2 to 3 times/wk	Classroom Teachers, Support Staff	Word walls to support math concepts and vocabulary.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
EDM Pre/Post Unit Assessments	Students in Grades 1 - 5/monthly	Classroom Teachers	Pretests will assess student's skill level and inform teaching. Results shared with ELL staff, IAs and groupings determined. Post test results used to measure growth and inform instruction

2008-09 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
Kindergarten Inventory	All kindergartners – 3 to 4 times/year, as needed	Classroom Teachers	Assess student’s mastery of GLEs to inform instruction
Data Teams	All students – K – 5, 3 to 4 times/year, as needed	Principal/Classroom Teachers	Share data and use it to inform instruction.

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>	
EDM	Certificated Staff	5 times during school year	Training provided by Math lead teachers in conjunction with district math coaches.
Singapore Math	Certificated Staff	As provided by district	Training to be provided by district math coaches
EXCEL	4 th grade teachers	As provided by district	11 out of 12 students in EXCEL program passed Math WASL. District needs to provide this opportunity to Maple again.

Note: Please delete or add rows as necessary

2008-09 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>
EDM online	All	Used at daily home	Classroom teachers	Students access online games that support EDM lessons.
EDM Home Link Unit Letters	All	Monthly	Classroom teachers	Inform parents of upcoming unit, concepts to be covered and math vocabulary.
Homework	All	Nightly	Classroom teachers	Reinforcement of lessons taught and informs families of what students are studying in math.
Parent Teacher Conferences	All	November with follow ups as needed	Classroom teachers/Counselor/FSW	Inform parents of student's progress and supports available.
ArtWalk	All Families	May/June	Baker/multi-arts teacher	Each student will submit one piece of artwork to be hung in the halls of Maple as a part of our all-school art exhibit. Parents are invited to visit and take a self-guided Art Walk throughout the halls.

Note: Please delete or add rows as necessary

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Classroom Teachers, ELL Staff, Specialists, Para-educators

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

Student writes clearly and effectively.
 Student writes in a variety of forms for different audiences and purposes.
 Student understands and uses the steps of the writing process.

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>
Writer's Workshop	All Students, K-5	Daily, ongoing	Classroom Teachers, ELL Staff, Specialists, Para-educators	Students write daily in all content areas following the writing process, learning to write clearly and effectively for a variety of reasons.
Steps of the writing process.	All Students, K-5	Daily, ongoing	Classroom Teachers, ELL Staff, Specialists, Para-educators	In kindergarten students learn to express their thoughts via inventive spelling. As they progress, they learn to communicate in all content areas via the writing process.

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Writing frames	All students	Ongoing in content areas	Classroom Teachers, ELL Staff, Specialists, Para-educators	Writing frames are modeled and employed in all content areas as relevant, such as math and science writing, also fiction vs. nonfiction text.
Writing tools	All students	Ongoing in content areas	Classroom Teachers, ELL Staff, Specialists, Para-educators	Students are taught to use all tools available to improve their writing: dictionaries, word walls, computers and thesaurus.
Writing Conferences	All students	Ongoing in content areas	Classroom Teachers, ELL Staff, Specialists, Para-educators	Students conference with staff to monitor progress in writing in the content areas.

Note: Please delete or add rows as necessary.

2008-09 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>
Data Teams	High, medium, low 3 times/year	Grade level teams	Review student writing to guide instruction and determine necessary remediation of students.
Spelling tests	Grades 1 -5, weekly	Grade level teams	Data collection to monitor progress and guide instruction.

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>	
Writer's Workshop	All Staff	Started with representatives from grades 1 – 5 and ELL last summer. With district support will expand to whole staff for next school year.	Maple is a writing school. With training in Writer's Workshop for all staff, we will take students' writing to more depth.
NUA training	All untrained staff and refreshers as needed.	As offered by SPS.	NUA strategies started Maple staff toward a writing foundation. Training needs to continue for new staff and refreshes as needed by present staff.
GLAD training	All untrained staff and refreshers as needed.	As offered by SPS.	GLAD strategies started Maple staff toward a writing foundation. Training needs to continue for new staff and refreshes as needed by present staff.

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Science Writing	All untrained staff and refreshers as needed.	As offered by SPS.	Science writing strategies are a next step for Maple staff as we commit to passing the 5 th grade science WASL. We have incorporated supplemental science as a PCP this year. Training needs to be available for all Maple staff as needed on an ongoing basis.

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>
See previously listed strategies.				

Note: Please delete or add rows as necessary

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

Classroom Teachers, ELL staff, Specialists, IAs, Principal Intern

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

Maple students will improve from 51% to 60% on the Fifth Grade Science WASL, 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Teachers model how to draw scientifically.	All students	September-June	Classroom teachers and Science PCP teacher	Teachers discuss with students the qualities of clear scientific illustrations. Teachers model how to draw scientifically, and students make their own scientific drawings.
Teachers give students the opportunity and time to observe.	All students	September-June	Classroom teachers and Science PCP teacher	Teachers identify opportunities within their Science kits for students to practice observation skills.

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teachers provide opportunities for students to collect meaningful data.	All students	September-June	Classroom teachers and Science PCP teacher	Teachers identify opportunities within their Science kits for students to collect and record data based on their observations and investigations.
Classroom/Science PCP teacher will incorporate Systems in instruction.	Maple students, K - 5	ongoing	Classroom & Science PCP teacher	With each PCP science unit, PCP teacher will lead students to link instruction to science systems.
4 th & 5 th Graders go to Camp Seymour – lessons in marine and environmental science and systems.	Maple 4 th & 5 th graders	Camp in September supported throughout school year	Classroom Teachers	Students will expand lessons in marine and environmental science within context of systems providing hands on, experiential learning.

Note: Please delete or add rows as necessary.

2008-09 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 teams critique sample science notebooks	One low, one medium, and one high students/October, March, and May	Classroom teachers, Science PCP teacher and Principal Intern	Teachers meet in grade level teams to critique a high, medium and low sample of student notebooks. They use the Lead Science Writing protocol to identify strengths and plan for further instruction. Further instruction may include re-teaching for those who not meeting standard, and student-designed investigations for students exceeding the standard.

Note: Please delete or add rows as necessary

2008-09 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>	
Model using the Science Writing Protocol	All Teachers	30 minutes during October Early Release Day	The Science PCP teacher and Principal intern model using the Lead Science Writing protocol to critique student notebook entries related to scientific drawing and data collection.
Science teacher will lead science writing protocol review at staff meeting during each of 3 science kits.	Maple staff	3 meetings/school year	Using Science Writing Protocol staff will review student notebook entries related to scientific drawing and data collection to further guide their instruction.

Note: Please delete or add rows as necessary

2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent help in the classroom	All Families	September-June	Classroom Teachers	Parent volunteers will coach with individual students or small groups during science class.
Science notebooks shared at Conferences	Students' parents/guardians	November Conferences	Classroom Teachers	Parents made aware of student's work in science to be able to support inquiry 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 #5: Social and Emotional Growth

Lead Responsibility:

Classroom Teachers, Counselor, Specialists, FSW, ELL Staff, IAs

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

Counselor will teach anti-bullying, self-esteem building classes to each classroom on a (monthly) basis, which will impact student achievement in all other major focus areas. Student Survey will continue to be positive.

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>
Research based curriculum will be presented: Steps to Respect, Second Step, Talk About Touching	All students will be impacted	Weekly	Counselor	Student learning is increased in a positive climate where he/she feels safe, feels connected to his peers, performs with confidence and knows how to solve problems. Life skills taught in the classroom prepares students to work with others, to work independently and to apply these skills in a variety of settings.

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>
Student Survey	All students taking SPS student survey	Counselor, FSW, classroom teachers	Will use results to inform scheduling of additional students supports in targeted area, playground, halls etc, or with target grade levels. Such as adding conflict managers to work with kindergartners.
Discipline data	All students	Principal	Use discipline data to determine needs for support.

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>	
See areas already outlined.			

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>
See areas previously outlined.				

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>
Art	25% of Maple 5 th graders will pass the visual CBPA during the 2008/09 school year.	<ol style="list-style-type: none"> 1. Increase instruction time for visual art from 9 to 18 weeks. 2. Increase class meeting times from 30 to 40 minutes. 3. Cover all EALRs outlined for visual art. 4. Include time for written and verbal reflection and self assessment at end of each project.
Health/Physical Fitness	<ol style="list-style-type: none"> 1. 25% of Maple students will pass the Presidential Fitness Test, 19% passed in 2007/08. 2. 50% of Maple students will exceed basic level of Seattle Fitness Standards as measured in the new Five For Life Fitness Program. 3. 75% of Maple 5th grade students will pass the Health and Fitness Concepts CBA. 	<ol style="list-style-type: none"> 1. Concentration of endurance, strength and flexibility in all P.E. lessons. 2. Encouragement of students to work on physical fitness components in their out of school hours, e.g.: push ups. 3. Effective record keeping so that students can see improvement and measure their results against Seattle Fitness Standards. 4. Inclusion of academic component relating to concepts of health and fitness in each P.E. lesson for 4th and 5th graders.

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
ELL Support	<ol style="list-style-type: none"> 1. Writing: 80% of ELL students w/o IEP will master 3 features on the Qualitative Spelling Inventory from Words Their Way. 2. Reading: 80% of ELL students w/o IEP will show 1+ year growth on the DRA or on the running record from the Teacher's College 3. General: ELL teachers will help classroom teachers implement ELL strategies via push-in models and collaboration. ELL teachers will use anecdotal notes to track this during the 2008/09 school year. 	<ol style="list-style-type: none"> 1. Teaching a small group of students in the mainstream classroom (push-in). 2. Teaching a small group of students in a separate area outside the classroom (pull-out). 3. Co-teaching with a mainstream teacher (collaboration).

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	EXCEL Program – 4 th grade	Centrally Funded	?	Central Title I	High impact of WASL success for targeted students. DRA success Success on all grade level assessments
SU Tutors	Target fluency & retelling in Grades 1 & 2	Federal Work Study Program	Y	Maple/SU	
Small Group Instruction	ELL Push in/Pull Out Model	ELL	Y but additional	Maple & Central Bilingual	
K – 2 Libraries	Increased reading at home and in class	Centrally Funded	Spanish help needed		
3 – 5 Libraries	Increased reading at home and in class	NOT Funded	N	Central	
Math	EXCEL Program – 4 th grade	Centrally Funded	?	Central Title I	High impact of WASL success for targeted students.
Math facts drill & Small group instruction	Grades 3 & 4	Maple Specialists	Y	Maple	
Writing	Writers’ Workshop Training	Centrally Funded	N	Dan Coles	Staff PD strategies applied in classrooms

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
SCORES	Soccer & Poetry after school activities for students in grades 3, 4, 5. Increases students' self-esteem and writing skills. Students divided by gender and taught by Maple staff, who are compensated by SCORES program.	Daily in Fall & Spring, 2/week in winter.		Seattle SCORES Organization	Reviewed yearly – 2 nd year 08/09 school year
SOAR, Getting School Ready Team	United Way sponsored program to bridge the gap between preschool and kindergarten. Includes Maple staff representation by counselor, principal, kindergarten teacher, on-site day care provider (CDSA), Beacon Hill Library, other local child care providers.	Monthly meetings Inclusion of preschool families in Maple parent activities	United Way grant of \$2000.	United Way	Reviewed yearly – 2 nd year 08/09 school year
Seattle University MIT	Seattle U MIT students intern under competent Maple teachers	Yearly internships in fall and spring	NA	NA	3 rd Year of Partnership
Seattle University Tutors	Seattle U students complete their federal work study program at Maple as tutors.	In accordance with their federal funding and school classes	Maple is reimbursed 100% by Seattle U.	Federal Government	9 years
University of Washington – Science Research	Dr. Phil Bell, Associate Professor for the Learning Science Co-Investigator of the LIFE Center has conducted science research at Maple and	NA	Professional Development for staff.	UW	4 years

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

Partner(s)	Description	Timing <i>(when, how often)</i>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	written a curriculum based upon this research. His findings, materials and expertise are shared with Maple staff.				
Mark Pooley	NW Environmental Education Council	TBD	NA	NA	Just beginning
Elizabeth Kimball	Seattle King Co. Public Health, Eat Better. Feel Better.	1200 staff hours	King County	King County	New this year, but extension of Mission Delicious with Helen Walsh.

Note: Please delete or add rows as necessary