

Seattle Public Schools  
Continuous School Improvement Plan (C-SIP)  
For the 2008-10 School Year

**McClure Middle School**  
Sarah Pritchett  
September 24, 2008



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### Revision History

Revision Number	Date	Comments
Revision 1	October 30, 2009	Edits by Office of School Improvement
Revision 2	December 4, 2008	C-SIP Peer Reviews
Revision 3	January 7, 2009	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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

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

McClure Middle School is committed to providing opportunities for its students that meet their individual learning needs and ensure that all students have experiences which promote academic, social and emotional growth. Students will grow and learn in a positive atmosphere of mutual respect; where staff, parents and students work together; committed to the teaching and learning process.

### 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>When looking at Cohort Data of students Mathematics WASL scores from 2006 – 2008, the score were flat only increasing from 97 students meeting standard in 6<sup>th</sup> grade to 106 of those students meeting standard in 8<sup>th</sup> grade. We did not meet AYP in mathematics for the second year, but notice that we have a significant number of 6<sup>th</sup> and 7<sup>th</sup> grade Level 2 students who scored between 389 – 397 (31 students)</p>	<ul style="list-style-type: none"> <li>• We have set our S.M.A.R.T. goal to increase the percentage of students meeting mathematics standard by at least 10% at each grade level: 52% in 7<sup>th</sup> grade and 62% in 8<sup>th</sup> grade.</li> <li>• In order to meet this goal               <ul style="list-style-type: none"> <li>○ Level 1 students will receive additional instruction in a second mathematics class</li> <li>○ Level 2 WASL target cohort students will participate in a 7<sup>th</sup> period Pathway for an extra four hours of mathematics instruction</li> </ul> </li> </ul>
2	<p>When reviewing our Reading WASL scores from 2006 – 2008, we continue to be at or below the district percentage of students meeting standard. Our score have remained stagnant at grades 6 and 7 for a number of years, but continue to decline at 8<sup>th</sup> grade. We didn’t meet AYP in Reading for the second year, but notice that we had a significant number of 6<sup>th</sup> and 7<sup>th</sup> grade Level 2 students who scored between 390 – 398 (50 students)</p>	<ul style="list-style-type: none"> <li>• We have set our S.M.A.R.T. goal to increase the percentage of students meeting reading standard by at least 10% at each grade level: 78% in 7<sup>th</sup> grade and 72% in 8<sup>th</sup> grade.</li> <li>• In order to meet this goal               <ul style="list-style-type: none"> <li>○ Level 1 and 2 students will receive additional reading instruction in a reading class</li> <li>○ Literacy coach and LA department chair will work with staff to implement reading strategies across the content areas</li> <li>○ 6<sup>th</sup> grade pilot classroom libraries with leveled books in LA classes</li> </ul> </li> </ul>
3	<p>We met our 2008 S.M.A.R.T. goal with 73% of our students meeting standard. We saw a significant increase in students meeting standard when data was disaggregated by race/ethnicity. With the implementation of our new writing curriculum we expect to see a significant increase in the number of students meeting standard on the 2009 Writing WASL.</p>	<ul style="list-style-type: none"> <li>• We have set our S.M.A.R.T. goal to increase the percentage of 7<sup>th</sup> grade students meeting math standards from 73% to at least 80%.</li> <li>• We have full 6-8 implementation of Writers Workshop in all programs (Regular, Special Education Inclusion and ELL)</li> </ul>

***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

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What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	McClure did not meet AYP in Mathematics for the second year and the percentage of Level 2 students have remained stagnant for several years	<p>We will increase the percentage of students meeting or exceeding Mathematics standard by at least 10% at each grade level.</p> <ul style="list-style-type: none"> <li>• Sixth graders will move from 42% meeting standard (2008) to 52% in seventh grade (2009)               <ul style="list-style-type: none"> <li>○ Moving 40% of Level 2 students to Level 3 (18 Students)                   <ul style="list-style-type: none"> <li>▪ All 18 students scored between 389 and 397 on 6<sup>th</sup> grade Math WASL</li> </ul> </li> </ul> </li> <li>• Seventh graders will move from 52% meeting standard (2008) to 62% in eighth grade (2009)               <ul style="list-style-type: none"> <li>○ Moving 40% of Level 2 students to Level 3 (13 students)                   <ul style="list-style-type: none"> <li>▪ All 13 students scored between 390 and 397 on 7<sup>th</sup> grade Math WASL</li> </ul> </li> </ul> </li> <li>• Of our current Level 1 - 8<sup>th</sup> graders, we will move 10% (5 students) to Level 2; 7<sup>th</sup> graders, we will move 10% (6 students) to Level 2</li> </ul>
Writing	Since we are adopting a new curriculum this year we chose writing as a major area of focus. We want to see if our attempt to standardize writing instruction across all grade levels closes the education gap for all students in writing at McClure.	<p>We will increase the percentage of 7<sup>th</sup> grade students meeting or exceeding Writing standard by at least 7%</p> <ul style="list-style-type: none"> <li>• Seventh graders will move from 73% meeting standard in 2008 to 80% meeting standard in 2009               <ul style="list-style-type: none"> <li>○ In 2008, there were 24 students who scored an 8 on the Writing WASL. In order to meet this target we need at least 14 students moving from Level 2 to Level 3.</li> </ul> </li> </ul>
Reading	McClure did not meet AYP in Reading for the second year and the percentage of Level 2 students have remained stagnant for several years.	<p>We will increase the percentage of students meeting reading standard by at least 10% at each grade level</p> <ul style="list-style-type: none"> <li>• Sixth graders will move from 68% meeting standard in 2008 to 78% meeting standard in 7<sup>th</sup> grade in 2009               <ul style="list-style-type: none"> <li>○ Moving 63% of Level 2 students to Level 3 (24 students)                   <ul style="list-style-type: none"> <li>▪ All 24 students scored between 390 – 398 on 6<sup>th</sup> grade Reading WASL</li> </ul> </li> </ul> </li> <li>• Seventh graders will move for 62% meeting standard in 2008 to 72% meeting standard in 8<sup>th</sup> grade in 2009               <ul style="list-style-type: none"> <li>○ Moving 48% percent of Level 2 students to Level 3 (26 students)                   <ul style="list-style-type: none"> <li>▪ All 26 students scored between 390 – 398 on 7<sup>th</sup> grade Reading WASL</li> </ul> </li> </ul> </li> </ul>

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

## SECTION 1: OVERVIEW

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### **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.*

**Mathematics:** By increasing the number of 7<sup>th</sup> and 8<sup>th</sup> grade students who meet WASL math standards by at least 10%, our school will contribute to the district's student performance target of 80% of 7<sup>th</sup> graders meeting or exceeding math standards for 2012-13, and the district milestone of every 7<sup>th</sup> grader being ready for algebra by 8<sup>th</sup> grade.

**Writing and Reading:** By increasing the percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students who meet WASL reading and 7<sup>th</sup> grade writing standards by at least 10%, our school will contribute to the district's academic milestone of 90% of 9<sup>th</sup> graders being ready for high school by 2012-13.

### **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?*

- **High Leverage Instruction Practices in All Content Areas**
- **Study Groups** – All teachers will meet in study groups twice per month to review student work, assessment data and reflect upon instruction
- **Cultural Competency**

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

## SECTION 1: OVERVIEW

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

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

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

## SECTION 1: OVERVIEW

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>• Our school's Building Leadership Team (BLT) includes 5 Teachers, the Grade Level Team Leader for each Grade, 6th, 7th, &amp; 8th, the Special Education Team Leader, and the Exploratory Team Leader, one Classified employee representing Office Staff and one Classified employee representing Instructional Assistants, our Head Counselor, 3 Administrators and 3 Parent representatives.</li> <li>• BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff and parents.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP Goals / Strategies / Activities include input from BLT; Three parents serve on our BLT</li> <li>• Our C-SIP will be presented at a parent meeting on <b>Monday, November 10, 2008</b> and their input will be included in our ongoing C-SIP refinement. This event will include parents for whom English is not their primary language.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < 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

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### 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>	<p>Central Office provides instructional / content coaches in academic areas of need.</p>
<p>How were parents notified of the school's Parent Policy?</p>	<p>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.</p>
<p>What are the district's responsibilities in this process?</p>	<ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### Technology

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

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

## SECTION 1: OVERVIEW

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

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

### **Title I status**

This school does not receive Title I funds.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: MATHEMATICS

**Lead Responsibility:**

Anne Marie Consentino (Math Coach), Jennifer Parker (Subj. Matt. Spec.), Administration

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

We will increase the percentage of students meeting or exceeding Mathematics standard by 10% at each grade level.

- Sixth graders will move from 42% meeting standard (2008) to 52% in seventh grade (2009)
  - Moving 56% of Level 2 students to Level 3 (18 Students)
    - All 18 students scored between 389 and 397 on 6<sup>th</sup> grade Math WASL
- Seventh graders will move from 52% meeting standard (2008) to 62% in eighth grade (2009)
  - Moving 40% of Level 2 students to Level 3 (13 students)
    - All 13 students scored between 390 and 397 on 7<sup>th</sup> grade Math WASL
- Of our current Level 1 - 8<sup>th</sup> graders, we will move 10% (5 students) to Level 2; 7<sup>th</sup> graders, we will move 10% (6 students) to Level 2

**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>
Math Improvement class for students in each grade level to improve student success in CMP 2 classes	<ul style="list-style-type: none"> <li>• Level 1 students without IEP goals in mathematics</li> </ul>	2008 - 2009	6-8 Math Improvement Teachers	An additional mathematics class that will meet five days per week during the school day. Class will pre-teach and review CMP 2; and will also do mathematics skills remediation.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
7 <sup>th</sup> Period Mathematics Program with a focus on the number sense and problem solving strands; to improve performance in CMP 2 classes and on the WASL.	<ul style="list-style-type: none"> <li>• Level 1 students without Math Improvement Class and all Level 2 students – especially the WASL target cohort</li> </ul>	October 2008	CLC, 7 <sup>th</sup> Period teachers, Administration	After school mathematics programs that will four hours per week. Class will focus on skills development, problem solving strategies and CMP 2 tutoring.
Mathematics High Leverage Practices to improve discourse, justification and reflection	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	All year – Everyday	All Mathematics Teachers	Practices within a mathematics class that encourage discourse, reflection and a focus on problem solving. <ul style="list-style-type: none"> <li>• Clear goals</li> <li>• Press for Justification</li> <li>• Promote rich discourse</li> <li>• Use public records</li> <li>• Reflection – journal writing</li> </ul>
Collaborative grade level study groups that will improve teacher's instructional practice by focusing on the analysis of student work – specifically common grade level assessments	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	Every two weeks	All Mathematics Teachers	Collaborative grade level study group meet twice per month with a focus on instructional strategies, common assessments and the district CMP2 pacing calendar

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>
High Leverage Practices	Three students will be chosen by each teacher to focus upon during each collaborative study group meeting (twice/month) – Level 3 or 4; Level 2 and Level 1 student	All Teachers	Use their work and assessment data to make instructional decisions.
District Assessments – EduSoft	All Students Pre-Assessment (Sept.) Mid Year Assess (Jan/Feb) Post Assess. (June) Summative Assessments after Every 2-3 CMP Books	All Teachers, Mathematics Coach	The district assessments will provide formative and summative assessment information as an indicator of student’s content knowledge and predictor of student achievement on the WASL.
Common Grade Level Assessments (Exit Tickets, Justification Problem)	All Students Every two weeks (Oct – June)	All Teachers	The common grade level assessments will be shared during our mathematics study group time on pre-scheduled late days.
CMP2 Unit Assessment	All student – throughout the year	All Teachers	CMP2 Unit assessments will be used to show summative data of student mastery of mathematical skills and areas of improvement.
Learning Walks	All students/Weekly	Administration Math Coach	The learning walk data will provide a building-wide snap-shot of our mathematics program. This data will inform administration of necessary professional development and provide necessary feedback to teachers to monitor growth and provide opportunities for reflection.

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>	
Middle School Math Studio Project	All teachers who are not in Initial Use CMP 2, Mathematics Coach, TDG Consultant, Dr. Stimpson, some opportunities for Sp. Ed. and ELL teachers	Teacher will have the opportunity to participate in four lesson study cycles throughout the year within their cluster. We will have studio classroom at 6 <sup>th</sup> grade and participate in other studio classrooms at grades 7 and 8. Studio Cluster: McClure, Whitman, Eckstein and Salmon Bay	Teacher's Development Group – Lesson Study and Deepening Content Knowledge. Lesson planning, observation and debrief with a focus on implementing High Leverage Practices and student's mastery of content
CMP 2 Best Practices	All Teachers	Throughout the year	Professional Development that focuses on deepening teacher content knowledge, group work and other high leverage practices
2 Hour Late Arrival Days	All Teachers, Math Coach	Two times per month	Collaboration, common assessments, data review and pacing/progress monitoring.

### 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>
6 <sup>th</sup> and 8 <sup>th</sup> grade Parent Conferences Curriculum Night	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> and 8<sup>th</sup> grade families</li> <li>• All families</li> </ul>	Oct/Nov 2008	All Staff	Meet with families to develop relationships with families and programs of support for students

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Home Visits for identified Level 1 and Level 2 student	<ul style="list-style-type: none"> <li>• Families of students who are struggling behaviorally and/or academically (South Seattle Families)</li> </ul>	All year	Administration	Home visit for students who need intervention support. Develop relationships with students and families to further support intervention plans.
Family Math Night	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	January 2009	Math Dept.; PTSA	Family Math evening to promote number sense and opportunities to play with math.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Writing

**Lead Responsibility:**

Karen Patterson (Literacy Coach), Bonnie Powers (Subj. Matter Specialist), Administration

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

We will increase the percentage of 7<sup>th</sup> grade students meeting or exceeding Writing standard by at least 7%

- Seventh graders will move from 73% meeting standard in 2008 to 80% meeting standard in 2009
  - In 2008, there were 24 students who scored an 8 on the Writing WASL. In order to meet this target we need at least 14 students moving from Level 2 to Level 3.

**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>
School-wide implementation of CTC Writer's Workshop to support the district Balanced Literacy Program	<ul style="list-style-type: none"> <li>• All 6-8 students</li> </ul>	Year-round	Administration Literacy Coach	Teachers will collaborate through lesson review and reflection on student work to establish the model for CTC writing workshop practices in all Language Arts classrooms.
Common use of writing rubric associated with CTC model	<ul style="list-style-type: none"> <li>• All 6-8 students</li> </ul>	Year-round	Literacy Coach Subj. Matter Spec.	Teachers will work with Literacy Coach to develop and implement a common writing rubric to better assess student performance as well as improve teacher reflection and collaboration.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Common planning time; late arrival/early release time each month, building TRI time devoted to development of Writer's Workshop units.	<ul style="list-style-type: none"> <li>• Teacher Based</li> </ul>	Ongoing – At least 4 hours month	Literacy Coach, Administration, Subj. Matter Spec.	<ul style="list-style-type: none"> <li>• Literacy coach professional development</li> <li>• Collaboration, Study group, department meetings</li> </ul>
Use agreed upon common language and instructional strategies for the teaching of writing for a variety of genres and audiences	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	Ongoing/ Year round	Administration/ Literacy Coach	Instructional Strategies include: <ul style="list-style-type: none"> <li>• Elements of fiction (story grammar)</li> <li>• Mini-Lessons</li> <li>• Shared writing</li> <li>• Independent Writing</li> <li>• Conferring</li> <li>•</li> </ul>
High Leverage Instructional Practices to improve discourse and reflection	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	All year – Everyday	All LA Teachers	Instructional practices that encourage discourse and reflection: <ul style="list-style-type: none"> <li>• Clear goals</li> <li>• Promote rich discourse</li> <li>• Use public records</li> <li>• Reflection – journal writing</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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>
Classroom-based assessments and On-Demand writing	All 6-8 students; on-going assessment throughout the school-year	All Language Arts Teachers	The assessment data will be used to monitor growth and adjust instructional strategies
School Wide Writing prompts	All students/3x's year	Literacy Coach Subject Matter Specialist	<ul style="list-style-type: none"> <li>• Collaborative analysis of student work</li> <li>• Data will be used to monitor progress toward S.M.A.R.T goal and inform instruction</li> </ul>
Learning Walks	All students/Weekly	Administration Literacy Coach	The learning walk data will provide a building-wide snap-shot of the implementation of Writers Workshop. This data will inform administration of necessary professional development and provide necessary feedback to teachers to monitor growth and provide opportunities for reflection.
Student writing notebooks and conferencing	All students/Weekly	All Language Arts teachers	Teachers will meet weekly in teams and bi-month in PLC to examine student work, monitor growth and adjust instructional strategies
Columbia Quick Assessments	All Level 1 and Level 2 students, biweekly	Literacy Coach, Reading Specialists, LA Teachers	Teachers will use assessment data to design lesson plans

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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 CTC Training	LA/SS, Sp.Ed Teachers, ELL and Literacy Coach	District Release Days	Teachers will participate in district CTC writers workshop training to better implement the writing workshop model and curriculum
CTC Site Developer	LA/SS, Sp.Ed Teachers, ELL and Literacy Coach	8 Calendar days, throughout the school-year	Teachers will participate in building-specific CTC Writers Workshop training to better implement the workshop model, curriculum and discuss useful strategies for implementation.
Study Groups	LA/SS, Sp.Ed Teachers, ELL and Literacy Coach	Bi-monthly, throughout the year	Teachers will meet bi-monthly in study groups focused around common goals, examining student work and reflect upon the effectiveness of instructional strategies

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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>
Student Published Work celebration	<ul style="list-style-type: none"> <li>• All families</li> </ul>	Throughout the school year	Literacy Coach LA teachers	This strategy encourages families to view how their students evolve as writers. In addition, this strategy familiarizes families with our curriculum.
6 and 8 <sup>th</sup> Grade Parent-Teacher Conferences	<ul style="list-style-type: none"> <li>• All 6 and 8<sup>th</sup> grade families</li> </ul>	Oct. – Nov. 2008	6 <sup>th</sup> and 8 <sup>th</sup> grade Team Leaders	This strategy builds relationships with families and helps them monitor the progress of their student as a learner at McClure Middle School.
Progress Report	<ul style="list-style-type: none"> <li>• All families</li> </ul>	Throughout the school year	All teachers	Periodic progress reports will be made available on-line through The Source and via mail for parents to track their students' progress.

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Reading

**Lead Responsibility:**

Reading Specialist (TuesD Chambers); Literacy Coach (Karen Patterson)

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

We will increase the percentage of students meeting reading standard by at least 10% at each grade level

- Sixth graders will move from 68% meeting standard in 2008 to 78% meeting standard in 7<sup>th</sup> grade in 2009
  - Moving 63% of Level 2 students to Level 3 (24 students)
    - All 24 students scored between 390 – 398 on 6<sup>th</sup> grade Reading WASL
- Seventh graders will move for 62% meeting standard in 2008 to 72% meeting standard in 8<sup>th</sup> grade in 2009
  - Moving 48% percent of Level 2 students to Level 3 (26 students)
    - All 26 students scored between 390 – 398 on 7<sup>th</sup> grade Reading 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>
Reading Class	<ul style="list-style-type: none"> <li>• Level 1 and Level 2 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students (40 per grade level)</li> </ul>	Year-round	Reading Specialist	Level 1 and 2 students will receive 55 extra minutes of reading instruction daily focusing on: <ul style="list-style-type: none"> <li>• read aloud, shared reading and guided reading</li> <li>• independent reading</li> <li>• conferring with students</li> <li>• phonemic instruction using Spalding and various Readers Workshop strategies</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
6 <sup>th</sup> Grade pilot classroom libraries with leveled books in LA classes	<ul style="list-style-type: none"> <li>6<sup>th</sup> grade students</li> </ul>	Year-round	Reading Specialist	Students will have access to libraries and individually leveled books to read during school and after school.
Reading Logs	<ul style="list-style-type: none"> <li>All students</li> </ul>	Year-round	Reading Specialist All LA Teachers	Every student in the building will read 30 minutes at least four nights per week. The reading log will be used as a monitoring tool for outside reading.
<i>Books and Bagels</i> Book Club	<ul style="list-style-type: none"> <li>All students</li> </ul>	Year-round	Librarian	After school book club that uses high-interest multi-cultural fiction to generate student excitement for reading and book discussion
7 <sup>th</sup> Period Literacy Classes	<ul style="list-style-type: none"> <li>Level 2 – WASL Cohort of current 7<sup>th</sup> and 8<sup>th</sup> grade students (50 students who scored between 390-398)</li> </ul>	Year-round	Administration and CLC	An extended program for supplementary literacy support four hours per week for Level 2 students

### 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>
Fountas and Pinnell reading inventories Multi-level Academic Skills Assessment (MASI)	Students not meeting the standard in WASL will be assessed for their reading level and fluency. Students will be assisted to find appropriate levels; year-round	Reading specialist	Fountas and Pinnell and other individual reading inventories as well as conferring, reading logs, practice WASL items and dialogue journals. The assessment methods will provide student data to measure growth and assist students in finding appropriate books for independent reading.
Collecting and analyzing student assessment data	Level 1 and Level 2, quarterly	All LA teachers	Student evidence shows progress toward goals or teaching strategies change until progress is shown.

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Columbia Quick Assessments	All Level 1 and Level 2 students, biweekly	Literacy Coach, Reading Specialists, LA Teachers	Teachers will use assessment data to design lesson plans

### 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>	
Cross content reading strategies	Staff	All staff meetings (2 times per month), professional development days (5+), department meetings (monthly)	Instructional staff will teach reading strategies to colleagues with continued support for implementation and opportunities for reflection.
Site developer from Teachers College	Reading teachers and 6 <sup>th</sup> grade LA team	8 calendar days per school-year	Staff developer will support best practices on reading instruction.
Book Study	Interested staff	Year-round	Staff will read and discuss pedagogical strategies from selected texts.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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>
Publish Reading Strategies and suggested book lists	<ul style="list-style-type: none"> <li>All families</li> </ul>	Monthly	Reading Specialist Librarian Subj. Matter Spec.	Articles within the PTSA newsletter which describe reading strategies and suggest recommended books.
Signed reading logs in the planner	<ul style="list-style-type: none"> <li>All families</li> </ul>	Four times per week	All LA Teachers	Daily record of communication and at least 30 minutes of independent student reading
Summer Required Reading Lists	<ul style="list-style-type: none"> <li>All families</li> </ul>	Every summer	Reading Specialist Librarian	Every student is required to read at least five books from the required reading list
School and Community Book Fairs	<ul style="list-style-type: none"> <li>All families</li> </ul>	Year-round	Librarian	Librarian and area community bookstore host book fairs to raise funds to purchase additional books for the McClure Library

# 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>
School Climate	<ul style="list-style-type: none"> <li>• Reduce disproportionality in school-based discipline</li> <li>• Develop a sense of community and belonging</li> <li>• Provide a safe learning environment for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Discipline – Second year of five year implementation plan</li> <li>• W.E.B (Where Everybody Belongs) Student Mentoring Program</li> <li>• Olweus-based anti-bullying and anti-harassment reporting and intervention system</li> <li>• Pyramid of Intervention - Student Intervention Team</li> <li>• Health Youth Survey – intervention needs assesement</li> </ul>
Cultural Competency	Close the Educational Gap for all populations by 20% as measured by the 2009 WASL, helping all students achieve at high levels regardless of race or ethnicity	We will create highly motivating classrooms for all students by implementing culturally responsive instructional strategies and high interest curriculum (ie. Writers Workshop, District Physical Education pilot, etc.).

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

## SECTION 4: 2008-10 KEY BUDGET INFORMATION

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### 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
Mathematics	Identify Level 2 or below in order to provide additional CMP 2 mathematics instruction	\$50,000 (approx.)	Yes	I-728	
	Identify Level 2 or below in order to provide addition experience in preparatory WASL problem-solving experiences (Project Excel)	N/A	Yes	SSD	
	Middle School Math Studio/Initial Use/ Best Practices Professional Development	N/A	Yes	SSD	
	Provide extended day 7 <sup>th</sup> period mathematics instruction for targeted Level 2 WASL Math Cohort in partnership with CLC	\$7,000	Yes	MSSP	
	Mathematics Coach	N/a	Yes	SSD	
Reading	Reading Specialist who provides reading instruction at all grade levels with a maximum 20:1 student to teacher ratio	\$60,000	Yes	Baseline/ I-728/LAP	
	In-class individualized tutoring within reading classes	\$6,618	Yes	LAP	
	Additional classroom-based tutors in reading and mathematics	N/A	Yes	PTSA	

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

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<b>Major Focus Area</b>	<b>Strategy</b>	<b>2008-09 Budget</b>	<b>Funds Secured? (Y/N)</b>	<b>Funding Source</b>	<b>Impact to Other Programs, if any</b>
	Identify below standard student for extended school year instruction in Reading and Mathematics – CLC Summer School Program	N/A	Yes	CLC	
	Provide supplemental resources to classrooms – Sixth grade classroom libraries	\$15,000	Yes	Baseline	
	Provide supplemental reading enrichment program through <i>Books and Bagels</i> after school book club	\$2500	Yes	Baseline	
Writing	Implementation of CTC writing curriculum and model	Building funded supplies and sub days	Yes	Baseline/Discretionary/ Self Help	
	Literacy Coach	N/A	Yes	SSD	
	CTC Site Developer	\$5,000	Yes	Baseline/I-728	

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

## SECTION 5: SCHOOL PARTNERSHIPS

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### School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
CLC (Community Learning Center) – Seattle Parks and Recreation	McClure is fortunate to be a part of the Families and Education Levy. The goal of this partnership is to link schools and out of school time providers to strengthen academic success for every child. Working as a team we are better able to address the needs of each child and family. McClure and the CLC are working closer than ever, sharing space and resources and staying connected through improved communication. CLC activities are directly in support of the academic standards within a developmentally appropriate atmosphere. This includes daily activities that directly link to our Continuous School Improvement Plan.	Daily	N/A	The City of Seattle/Families and Education Levy	Renewable each year
SSIA (Successful Schools in Action)	SSIA is an education non-profit working with seven public schools, K-12, to provide collaborative and community-based programs. Our partner schools in the Queen Anne and Magnolia neighborhoods of Seattle include: Coe, Hay and Lawton Elementary, Blaine K-8, McClure Middle School, SBOC and Center School. SSIA seeks to share resources to support and strengthen public schools through innovative strategies and community partnerships to secure high levels of success for every student in every school. McClure Middle School receives Tutoring 6-8 and Collaborative Conversations between teachers around shared instructional issues.	SSIA Board meets monthly. This includes the principals of each building	N/A	N/A	Yearly