

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

McGilvra Elementary School

Jo Shapiro

September 30, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	October 30, 2008	
Revision 2	October 31, 2008	Edits by Office of School Improvement
Revision 3	December 10, 2008	Revision of Writing Goals
Revision 4	December 11, 2008	C-SIP Peer Reviews
Revision 5	January 6, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

The mission of McGilvra Elementary School is to engage students in a challenging curriculum that is enhanced with small classes and multi-arts experiences and builds a strong academic foundation for future success. McGilvra students shall thrive in a safe environment that promotes academic achievement, develops problem-solving skills, and fosters a sense respect for oneself and for others.

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	4 th grade writing WASL scores fell significantly	Implementation of Writer’s Workshop program school-wide
2	Significantly more boys were below standard on the Writing WASL	Implementation of Writer’s Workshop program school-wide
3	100% of 4 th Graders were at/above standard on the ‘08 Reading WASL	Our instructional strategies are helping students in reading
4	Our reading scores were strong overall	Our instructional strategies are helping students in reading
5	Our math WASL scores were slightly	Continue to use the ED Math program faithfully, refining and improving instructional strategies as appropriate

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SECTION 1: OVERVIEW

<p>lower than they were the previous year, but because ED Math is a new program, we were expecting that to happen.</p>	
<p>Students of color, especially African American students, reported that they do not see pictures or other representations of people who look like them at school(Student Climate Survey 07-08).</p>	<p>Increase visible representations of all the cultures and cultural perspectives represented in our school population, in classrooms and other areas in the school, in the form of posters, photographs, literature, videos, magazines and other instructional materials.</p>

Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.

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SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>Math</p>	<p>Continue faithful implementation of ED Math with adjustments and improvements to promote student achievement</p>	<p>K-2: 1) 80% of K-2 students will be at/above standard on the A section of the 08-09 ED Math end of the year assessment. 2) 80% of K-2 students will be at/above standard on 08-09 District grade level benchmark assessment Grade 3: 90% of third graders will perform at/above standard on the 08-09 Spring Math WASL Grade 4: 1) No fourth grader will score at level 1 on the 08-09 Grade 4 Math WASL. 2) 75% of fourth graders will perform at/above standard in the content area of number sense on the 08-09 Math WASL, as compared to 67% in 07-08. Grade 5: 1) 84% of fifth graders will perform at/above standard on the 08-09 Spring Math WASL. 2) 66% of fifth graders will perform at/above standard in the content area of algebraic sense and the process skill of communicating understanding, as compared to 61% in 07-08,</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>Reading</p>	<p>Need to improve and/or maintain student achievement</p>	<p><u>Kindergarten</u>: 55% of kindergartners will be reading at/above Stage A level and be 08-09 DRA assessable, as compared to 50% in 07-08.</p> <p><u>First Grade</u>: 83% of first graders will perform at/above standard on the 08-09 DRA.</p> <p><u>Second Grade</u>: 88% of second graders will perform at/above standard on the 08-09 DRA, as compared to 82% in 07-08.</p> <p><u>Third Grade</u>: 92% of third graders will perform at/above standard on the 08-09 Reading WASL.</p> <p><u>Fourth Grade</u>: 1) 89% of fourth graders will perform at/above standard on the analysis and interpretation of literary text, as compared to 84% in 07-08, and 2) 84% will perform at/above standard on the comprehension of informational text, as compared to 79% in 07-08.</p> <p><u>Fifth Grade</u>: 87% of fifth graders will perform at/above standard on the analysis and interpretation of literary text, as compared to 82% in 07-08.</p>

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SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Writing	Need to improve student achievement, particularly in expository writing and using proper conventions	<p><u>Grade 3:</u> 85% of third graders perform at/above standard in narrative writing when assessed for the 6 traits on the end of the year school writing assignment.</p> <p><u>Grade 4:</u></p> <ol style="list-style-type: none"> 1) 80% of fourth graders perform at/above standard in expository writing on the 08-09 Writing WASL. 2) 80% of fourth graders earn 3 out of 4 points for using conventions on the 08-09 Writing WASL. <p><u>Grade 5:</u> 80% of 5th graders perform at/above standard in expository writing when assessed for the 6 traits on the end of the year school writing assignment, with 88% of 5th graders performing at/above standard in using conventions.</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>Learning Environment/ School Climate</p>	<p>Improve school climate for all students to support learning</p>	<p>1) Mean value of responses of African American students of color to question #43, "At my school I see posters, books and magazines with pictures of people of my color/culture and people of different color/culture," will be at least 3.00 on the 08-09 Student Climate Survey, as compared with 2.71 on the 07-08 Student Climate Survey.</p> <p>2) Response to Appreciation of Diversity item (a Major Theme) will increase on the 08-09 Student Climate Survey to 93%, as compared to 88% on the 07-08 Student Climate Survey.</p> <p>3) Awareness of Pro-Social Involvement Rewards item (a Major Theme) will increase on the 08-09 Student Climate Survey to 86%, as compared to 81% on the 07-08 Student Climate Survey.</p> <p>4) Students' feelings of belonging to and ownership in the school community and the greater environment, as measured by the responses to Pro-Social Involvement item (a Major Theme) will increase on the 08-09 Student Climate Survey to 91%, as compared to 86% on the 07-08 Student Climate Survey.</p>

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SECTION 1: OVERVIEW

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

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

Our goals/plans, like those in the District's Strategic Plan, are focused on raising student achievement in academic areas as well as on improving the school climate to ensure that students learn in a safe environment that promotes respect and appreciation for all members of the school community, students, their families, and school staff.

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?

Individual conferences; flexible groupings targeting specific needs/abilities (short and longer term) for instruction, buddy systems, Character Counts program, community service, family engagement, school and after school care homework centers, active participation; specialized instruction

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SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes 1 Teacher per 2 grade levels, the Principal, 1 Support teacher and one Classified staff member (Elementary Office Assistant). • 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; 8 parents serve on BLT, with 4 being voting members, 1 voting parent per 2 grade levels and 1 voting PTA representative. • Our C-SIP was presented to BLT parents on September 29, 2008, and their input will be included in our ongoing C-SIP refinement. This event included parents for whom English is the 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.

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

Technology

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

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SECTION 1: OVERVIEW

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

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

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility:

Principal, Reading Support Teacher, Resource Room Teacher, C-SIP Committee Members

S.M.A.R.T. Goals:

Kindergarten: 55% of kindergartners will be reading at/above Stage A level and be 08-09 DRA assessable, as compared to 50% in 07-08.
 First Grade: 83% of first graders will perform at/above standard on the 08-09 DRA.
 Second Grade: 88% of second graders will perform at/above standard on the 08-09 DRA, as compared to 82% in 07-08.
 Third Grade: 92% of third graders will perform at/above standard on the 08-09 Reading WASL.
 Fourth Grade: 1) 89% of fourth graders will perform at/above standard on the analysis and interpretation of literary text, as compared to 84% in 07-08, and 2) 84% will perform at/above standard on the comprehension of informational text, as compared to 79% in 07-08.
 Fifth Grade: 87% of fifth graders will perform at/above standard on the analysis and interpretation of literary text, as compared to 82% in 07-08.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implementation of Balanced Literacy strategies	<ul style="list-style-type: none"> All 	Sept. 08-June 09	Classroom teacher, LAP teacher, RR teacher	Read alouds, shared, guided and independent reading strategies provide students with a variety of ways to learn to read and think about their reading. Students experience reading as a whole class, leveled group, or individually.
Flexible grouping to target specific needs	<ul style="list-style-type: none"> Students with common needs 	Sept. 08-June 09, as often as needs arise	Classroom teacher, LAP teacher, RR teacher	When students demonstrate a lack of understanding/skill in a specific area, the skill is re-taught and practiced, according to the needs of the group.
Leveled reading including use of materials in K-2 libraries	<ul style="list-style-type: none"> Appropriately challenging work for all students at their own reading levels 	Sept. 08-June 09	Classroom teacher, LAP teacher; RR teacher	Reading material at their own reading levels, children are appropriately challenged and move forward to more and more challenging work as their skills grow.
Individual conferences	<ul style="list-style-type: none"> All students 	Sept. 08-June 09	Classroom teacher, LAP teacher, RR teacher	Individual needs are identified and effectively addressed when a teacher works directly with individual students.
Active participation	<ul style="list-style-type: none"> All students 	Sept. 08-June 09	Classroom teacher, LAP teacher; RR teacher	When students are actively involved in their learning, expressing their thinking with others rather than passively listening, their engagement increases their learning /achievement.
Use of evidence	<ul style="list-style-type: none"> All students 	Sept. 08-June 09	Classroom teacher, LAP teacher; RR teacher	To increase understanding of literary as well as informational text, students are taught and required to back up their thinking by identifying the parts in their reading that support their answers/ideas.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Read Naturally program	<ul style="list-style-type: none"> • Students struggling to acquire decoding skills and improve their reading fluency 	Oct. 08-June 09	LAP/Reading Support teacher, RR teacher, computer teacher	The computer version of the Read Naturally program allows students to hear a passage read, practice the reading repeatedly as needed. Significant increases in fluency usually result from working regularly on RN lessons.
Consistent use of Phonics Q decoding approach	<ul style="list-style-type: none"> • Students struggling with decoding skills 	Sept. 08-June 09	LAP/Reading Support teacher, RR teacher	Phonics Q is an effective way to teach the sounds that letters and letter combinations 'make,' using consistent visual cues and repetition to teach/learn the sounds.
Specially Designed Instruction	<ul style="list-style-type: none"> • Students eligible for Sp Ed services 	Sept. 08-June 09	RR teacher, Speech/Language pathologist, OT/PT	Specially designed instruction tailored to the needs of the individual student address weaknesses and support academic growth

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>
Classroom evidence (daily work, exit cards, classroom observation, classroom assessments)	All students, as often as every day	Classroom teacher and/or support teacher	Information will allow teachers to assess whether or not the student has effectively understood and is able to carry out the concept or skill being taught. If the student demonstrates that the work has not been adequately learned/executed, the student may be pulled aside with others (flexible groupings) or individually for additional assistance. Perhaps it is only extra practice that is needed. Classroom evidence will determine the kind/intensity of the needed response/intervention.
DRA, SRI, DIBELS, WASL, assessments used to determine eligibility for Sp Ed services	All students and/or struggling students as needed or as scheduled	Classroom teacher and/or support teacher	Results determine reading levels and can also help to identify intervention(s) needed (extra help through tutoring, working with a support teacher, specially designed instruction, etc.).

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Sharing of expertise in the delivery of the above-mentioned strategies	All instructional staff who deliver LA instruction	Wednesday afternoons during staff meeting times devoted to PD in different focus areas as needed.	Meetings will focus on one or more strategies. Teachers will come prepared to share their effective strategies with the group.
Asking a literacy coach, Dan Coles, etc., to provide additional info, methods, etc., as needed	All instructional staff who deliver LA instruction	Wednesday afternoons during staff meeting times devoted to PD on different topics/strategies as needed	Meetings will focus on providing staff re the effective delivery of instruction, information, etc., that our own staff members do not feel knowledgeable enough to provide.

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>
Use of Parent Volunteers as Tutors, Class Helpers, and Helpers at Home	<ul style="list-style-type: none"> • 1) Struggling students/their families • 2) Children and their parents 	Sept. 08-June 09	LAP/Reading Teacher, Classroom Teachers	<ol style="list-style-type: none"> 1) Parents volunteer in classrooms, providing additional instructional assistance to help with specific students and/or groups of students, as directed by the teacher, by listening/reading to students, helping them do/understand/explain their work, etc. 2) Parents support the learning at home when they read to/with their children, talk with them about their day, help them retell what they've read/heard, monitor their homework, etc.
Use of After School Care Providers	<ul style="list-style-type: none"> • All students/families in their program 	Sept. 08-June 09	LAP/Reading Teacher, Classroom Teachers	Providers schedule a study period and assist and instruct students with their assignments as needed. Providers and students' teachers keep in contact with each other to ensure that school and day care are on the same page re students' needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Mathematics

Lead Responsibility:

Principal, Math Teacher Leaders, C-SIP Committee Members

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

K-2: 1) 80% of K-2 students will be at/above standard on the A section of the 08-09 ED Math end of the year assessment.
 2) 80% of K-2 students will be at/above standard on 08-09 District grade level benchmark assessment
 Grade 3: 90% of third graders will perform at/above standard on the 08-09 Spring Math WASL
 Grade 4: 1) No fourth grader will score at level 1 on the 08-09 Grade 4 Math WASL.
 3) 75% of fourth graders will perform at/above standard in the content area of number sense on the 08-09 Math WAS, as compared to 67% in 07-08.
 Grade 5: 1) 84% of fifth graders will perform at/above standard on the 08-09 Spring Math WASL.
 2) 66% of fifth graders will perform at/above standard in the content area of algebraic sense and the process skill of communicating understanding, as compared to 61% in 07-08,

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>
Consistent, faithful implementation of the Everyday Math program at all grade levels	<ul style="list-style-type: none"> All 	Sept. 08-June 09	Classroom teacher, RR teacher	See Strategy cell

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of flexible groupings within grade levels to target specific needs	<ul style="list-style-type: none"> • Students with common needs 	Sept. 08-June 09, as often as needs arise	Classroom teacher, RR teacher	When students demonstrate a lack of understanding/skill in a specific area, the skill is re-taught and practiced, according to the needs of the group.
Use of centers to provide opportunities to practice skills taught	<ul style="list-style-type: none"> • All 	Sept. 08-June 09	Classroom teacher	Activity centers allow students opportunity to practice the skill(s) taught, at times working with peers to help or support learning
Individual student conferences	<ul style="list-style-type: none"> • All, but struggling students especially 	Sept. 08-June 09	Classroom teacher, RR teacher	Individual needs are identified and effectively addressed when a teacher works directly with individual students.
Active Participation	<ul style="list-style-type: none"> • All 	Sept. 08-June 09	Classroom teacher	When students are actively involved in their learning, expressing their thinking with others rather than passively listening, their engagement increases their learning /achievement.
Regular requirement that students explain their thinking or how they arrived at their answers	<ul style="list-style-type: none"> • All 	Sept. 08-June 09	Classroom teacher, RR teacher	When students have to explain their thinking, it helps them better to understand what they are thinking as they do their work. Being more aware of how one thinks or solves problems helps one to become a more effective thinker/problem solver.
Computer activities	<ul style="list-style-type: none"> • All 	Sept. 08-June 09	Classroom teacher, RR teacher, Computer teacher	Computer activities associated with the ED Math program give students opportunities to reinforce their learning through practice and repetition in a different format.
Specially Designed Instruction	<ul style="list-style-type: none"> • Students eligible for Sp Ed services 	Sept. 08-June 09	RR teacher, Speech/Language pathologist, OT/PT	Specially designed instruction tailored to the needs of the individual student address weaknesses and support academic growth

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>
Classroom evidence (daily work, exit cards, classroom observation, classroom assessments)	All students, as often as every day	Classroom teacher and/or support teacher	Information will allow teachers to assess whether or not the student has effectively understood and is able to carry out the concept or skill being taught. If the student demonstrates that the work has not been adequately learned/executed, the student may be pulled aside with others (flexible groupings) or individually for additional assistance. Perhaps it is only extra practice that is needed. Classroom evidence will determine the kind/intensity of the needed response/intervention.
Unit Tests, especially Part A	All students, at the end of each unit	Classroom teacher; RR teacher	Results indicate whether or not additional instruction is needed and drive strategies that address the identified problem(s).
District trimester benchmark assessments, WASL, assessments used to determine eligibility for Sp Ed services	All students and/or struggling students as needed or as scheduled	Classroom teacher and/or RR teacher	Results determine performance levels and can also help to identify intervention(s) needed (extra help through tutoring, working with a support teacher, specially designed instruction, etc.).

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Trimester assessment work sessions	All instructional staff teaching math	At the end of every trimester	Teachers have the opportunity to work in grade level teams and examine the results of the assessments in order to identify stumbling blocks and plan interventions/instruction.
Math Teacher Led ED Math workshops	All instructional staff teaching math	As negotiated and/or as needed	Trained math teacher leaders facilitate sessions targeted at specific assessment/instruction areas
Asking a math coach, another math leader, etc., to provide additional training etc., as needed	All instructional staff who deliver math instruction	Wednesday afternoons during staff meeting times devoted to PD on different topics/strategies as needed	Meetings will focus on providing staff re the effective delivery of instruction, information, etc., that our own staff members do not feel knowledgeable enough to provide.
Sharing of expertise in the delivery of the above-mentioned strategies	All teachers who deliver math instruction	Wednesday afternoons during staff meeting times devoted to PD in different focus areas as needed.	Meetings will focus on one or more strategies. Teachers will come prepared to share their effective strategies with the group.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Use of Parent Volunteers as Tutors, Class Helpers, and Helpers at Home to provide additional assistance with math in and outside the classroom	<ul style="list-style-type: none"> • 1) Struggling students/their families • 2) Children and their parents 	Sept. 08-June 09	Classroom teacher, RR teacher	3) Parents volunteer in classrooms, providing additional instructional assistance to help with specific students and/or groups of students by working with groups or individuals on a specific skill/concept as assigned by the teacher. 4) Parents support the learning at home when they, talk with their children about their day, help them understand and/or practice previously taught skills, monitor their homework, etc.
Use of After School Care Providers	<ul style="list-style-type: none"> • All students/families in their program 	Sept. 08-June 09	LAP/Reading Teacher, Classroom Teachers	Providers schedule a study period and assist and instruct students with their assignments as needed. Providers and students' teachers keep in contact with each other to ensure that school and day care are on the same page re students' needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Principal, Writing Coach, Writing Teacher Leaders, C-SIP Committee Members

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

Grade 3: 85% of third graders perform at/above standard in narrative writing when assessed for the 6 traits on the end of the year school writing assignment.

Grade 4:

- 1) 80% of fourth graders perform at/above standard in expository writing on the 08-09 Writing WASL.
- 2) 80% of fourth graders earn 3 out of 4 points, cumulatively, for using conventions on both the narrative and expository essays of the 08-09 Writing WASL.

Grade 5: 80% of 5th graders perform at/above standard in expository writing when assessed for the 6 traits on the end of the year school writing assignment, with 88% of 5th graders performing at/above standard in using conventions.

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>
Consistent and faithful implementation K-5 of the Writer’s Workshop program	<ul style="list-style-type: none"> • All students 	At least 4/5 days/week for at least 50 minutes on average/day (slightly shorter times for K-2)	Classroom teachers, RR teacher	Writer’s Workshop approach taught across the grades will provide students with a consistent program that builds upon learned skills year after year. Consistency in instruction and content should help our students to become more effective writers.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Mini-Lessons	<ul style="list-style-type: none"> • All 	Sept. 08-Oct. 09, at least 4/5 days	Classroom teacher, Teacher leaders, RR teacher	Skills are taught in a short lesson almost every writing lesson so that at writing time, students may practice the skill(s) learned that day to reinforce the learning.
Provision of time/expectation for writing almost every day	<ul style="list-style-type: none"> • All 	Sept. 08-Oct. 09, at least 4/5 days	Classroom teacher, RR teacher	Students need to have the opportunity to write in order to improve their writing skills through close teacher monitoring and students following teacher instruction to make adjustments
Individual conferences	<ul style="list-style-type: none"> • All 	Sept. 08-Oct. 09, at least 2x a week	Classroom teacher, RR teacher	Teachers work with individual students to address needs of the individual.
Sharing writing at the end of the period or at unit completion with peers, others	<ul style="list-style-type: none"> • All 	Sept. 08-Oct. 09, at least 1-2 students/day and all students at the Unit Celebrations	Classroom teacher	Sharing their best with their peers, and teachers and/or celebrating the completion of a unit by sharing their best writing with others, including their parents, students are motivated to write, continue to write, become writers
Use of flexible groupings within classrooms to target specific needs	<ul style="list-style-type: none"> • Students with common needs 	Sept. 08-June 09, as often as needs arise	Classroom teacher, RR teacher	When students demonstrate a lack of understanding/skill in a specific area, the skill is re-taught and practiced, according to the needs of the group.
Attention paid to detail	<ul style="list-style-type: none"> • All 	Sept. 08-June 09	Classroom teacher, RR teacher	Students practice making their writing come to life more effectively by using details in their writing that stimulate the 5 senses of their readers.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of resources of the library and computer lab	<ul style="list-style-type: none"> • All 	Sept. 08-June 09	Classroom teacher, RR teacher, Librarian, computer teacher	Students have the opportunity to broaden their writing experiences with the writing of others (library) or to use software and a computer keyboard to create their stories/essays (computer lab).
Specially Designed Instruction	<ul style="list-style-type: none"> • Students eligible for Sp Ed services 	Sept. 08-June 09	RR teacher, Speech/Language pathologist, OT/PT	Specially designed instruction tailored to the needs of the individual student address weaknesses and support academic growth

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>
Classroom evidence (daily work, classroom observation)	All students, as often as every day	Classroom teacher and/or support teacher	Information will allow teachers to assess whether or not the student has effectively understood and is able to carry out the concept or skill being taught. If the student demonstrates that the work has not been adequately learned/executed, the student may be pulled aside with others (flexible groupings) or individually for additional assistance. Perhaps it is only extra practice that is needed. Classroom evidence will determine the kind/intensity of the needed response/intervention.
Beginning of the year, mid-year, and end of the year assessments	All, 3X/year	Classroom teacher, RR teacher, Writing Teacher Leaders	Teachers use results of 1 st and 2 nd trimester assessments to drive instruction in the following trimester; last trimester results show progress for the year and determine level of instruction needed in the coming school year
Writing WASL	Spring, 2009	Classroom teacher, RR teacher	Summative assessment of student's writing achievement for the current year and identification of skills to focus instruction on in the coming year.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Writing coach-led PD	All instructional staff who teach writing	PD days designated by the District as well as staff meeting times scheduled for writing PD – at least once a month on average when combined with writing teacher leader-led PD (see below)	Sessions determined by writing coach in conjunction with school writing teacher leaders by using needs of program or of teachers to drive instruction in implementing strategies of the WW program
PD for our writing teacher leaders	Writing teacher leaders	At designated training times determined by the Literacy Office	District-determined WW writing PD
Writing teacher leader-led PD	All instructional staff who teach writing	PD days designated by the District as well as staff meeting times scheduled for writing PD – at least once a month on average when combined with writing coach-led PD (see above)	Sessions determined by school writing teacher leaders in conjunction with writing coach by using needs of teachers to drive instruction in implementing strategies of the WW program

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>
Use of Parent Volunteers as Tutors, Class Helpers, and Helpers at Home	<ul style="list-style-type: none"> • 1) Struggling students/their families • 2) Children and their parents 	Sept. 08-June 09	Classroom teacher, RR teacher	3) Parents volunteer in classrooms, providing additional instructional assistance to help specific students and/or groups of students, as directed by the teacher. 4) Parents support the learning at home by encouraging their children to write, reading and valuing their writing, talking with them about their writing, helping them think about details that bring their writing to life, etc.
Use of After School Care Providers	<ul style="list-style-type: none"> • All students/families in their program 	Sept. 08-June 09	Classroom teacher, RR teacher	Providers schedule a study period and assist/support students with their assignments as needed. Providers and students' teachers keep in contact with each other to ensure that school and day care are on the same page re students' needs.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Learning Environment/School Climate

Lead Responsibility:

Principal, Character Counts Committee Members, C-SIP Committee Members

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

- 1) Mean value of responses of African American students of color to question #43, "At my school I see posters, books and magazines with pictures of people of my color/culture and people of different color/culture," will be at least 3.00 on the 08-09 Student Climate Survey, as compared with 2.71 on the 07-08 Student Climate Survey.
- 2) Response to Appreciation of Diversity item (a Major Theme) will increase on the 08-09 Student Climate Survey to 93%, as compared to 88% on the 07-08 Student Climate Survey.
- 3) Awareness of Pro-Social Involvement Rewards item (a Major Theme) will increase on the 08-09 Student Climate Survey to 86%, as compared to 81% on the 07-08 Student Climate Survey.
- 4) Students' feelings of belonging to and ownership in the school community and the greater environment, as measured by the responses to Pro-Social Involvement item (a Major Theme) will increase on the 08-09 Student Climate Survey to 91%, as compared to 86% on the 07-08 Student Climate Survey.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase 1) representations of and/or 2) visibility of books/magazines featuring students of color, most importantly, of African Americans, in classrooms and around the school as appropriate (at least by one additional representation per classroom, other teaching areas, and in the office and lunchroom as well).	Students of color, especially, African Americans	Sept. 08-June 09	All School Staff Members	To increase all students' feelings of being valued members of the school community, we need to let them see that the community values people of all cultures and cultural perspectives. We will increase visible representations of cultures and cultural perspectives represented in our school population in classrooms and other school areas, in the form of posters, pictures, photographs of students, books, literature, magazines, videos, and other instructional materials.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement Character Counts program school-wide	<ul style="list-style-type: none"> All students 	Sept. 08-June 09	Character Counts Committee Members	<ol style="list-style-type: none"> 1) Feature one positive character trait/month 2) Discuss/demonstrate what having that particular trait would look like using skits, etc. at the monthly CC assembly 3) Display pictures and words that demonstrate the featured trait on the CC bulletin board 4) Reward students who by their actions demonstrate the particular trait with a CC reward slip that classroom teachers will collect. At the end of the month, a drawing is held and winners receive a CC tee shirt. 5) All students who receive a CC slip will be recognized and have their pictures displayed on the CC bulletin board. Winners in the drawing will also have their pictures displayed on the board (wearing their CC shirts).

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue Cross Grade Buddy program for academic and fieldtrip/ community service activities, lunch recess and lunch	<ul style="list-style-type: none"> All students (K with grade 3, grade 1 with 4, grade 2 with 5) 	Sept. 08-June 09	Classroom teachers	Every child in a classroom is assigned a buddy in a partner classroom, together to take part in activities and events of an academic and/or social nature (reading buddies, lunch buddies, for example). This pairing allows students to get to know and trust someone at a different grade level and make a different kind of personal connection in the school. Older children help their younger partners and have the opportunity to grow as helping individuals and develop a sense of caring for others out of real experiences at school.
Continue to identify and participate in community service activities in and outside the school.	<ul style="list-style-type: none"> All students 	Sept. 08-June 09	Teachers, Community Service Committee Members	Students learn to help within their school community (straightening up the lost and found area, picking up trash around the school, etc.) as well as in the greater community. This year, our second through fifth grade classrooms will be helping the organization Food Lifeline package food to distribute to those in need. Eight trips, one per 2 nd -5 th grade classroom, have been scheduled.

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 Climate Survey Results in the categories listed in SMART Goals section above: Goal #1	Students of color, especially African American students	Grades 3-5 Classroom teachers	If the goal is met, we will know that our strategies worked and continue to use similar strategies in the future. If data show that our goal was clearly not met, new and different strategies will need to be identified and implemented in the future.
SMART Goals #2-4	All students	Grades 3-5 Classroom teachers	If each of the goals is met, we will know that our strategies worked and continue to use similar strategies in the future. If data show that a goal was clearly not met, new and different strategies will need to be identified and implemented to meet that goal in the future

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Sharing expertise within the staff	Staff members , principal	As needed for effective implementation of identified strategies	Staff members share culturally competent strategies that work in their own classrooms with their colleagues.
Drawing upon expertise of others from the District Diversity Office, for example, as needed	All school staff members	As needed to implement strategies effectively	Outside resource personnel from the District or from other agencies, would be invited to share their expertise in specific area of concern with the school staff as needed.

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>
Consistent efforts made to connect with parents/families who appear to be without a connection	<ul style="list-style-type: none"> Families who are new and/or appear to be unconnected with others in the school 	Sept. 08-June 09	PTA Board Members, other PTA members	PTA Board members and other PTA parents making an effort consistently to introduce themselves and make connections with families/parents who appear to be alone, not mingling with others, before and after school, at meetings/school events

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Classroom Family Get-Togethers	<ul style="list-style-type: none"> All families, especially those who are new and/or appear to be unconnected with others in the school 	Fall, 2008	PTA and parent volunteer hosts	PTA Board Members work to recruit one parent per classroom to host a get together exclusively for the families in that particular classroom.
New Family Night	<ul style="list-style-type: none"> New Grades 1-5 families 	Early in the fall, this year, we had our NF Night on Sept. 18,	Principal, PTA Board members	New Grades 1-5 families come to the school early in the school year. While children play outside or in the gym under staff supervision, parents hear suggestions as to how they can ease the transition of their new student into the school community, meet some teachers and returning parents (members of the PTA Board and other PTA members), and enjoy a meal together.
Parent Partners Program	<ul style="list-style-type: none"> New families 	Sept. 08-June 09	Principal	We partner new with returning parents so that the new parents have someone to go to with their questions, etc., when they inevitably encounter unfamiliar vocabulary or procedures and need help to understand what's going on.

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>
Technology	See attached Technology Plan 2007-10	See attached Technology Plan 2007-10
Classroom Management	To increase the mean values of responses for item #21, "My teacher keeps control of the classroom without embarrassing anyone," by at least .2 per Asian, African American and White respondent group, on the Spring 08-09 Student Climate Survey (Classroom Management #2), as compared to the mean values on the Spring 07-08 Student Climate Survey (Asian: 2.94, African American: 2.75, White: 3.11)	Staff PD in area of classroom management, with focus on culturally competent management, and implementation of strategies learned. See PD items listed in School Climate/Learning Environment Focus area

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
Writing	Faithful implementation of the Writer's Workshop program in all K-5 classrooms	\$10,000	Y	McGivra PTA	Allows school to use its small budget for basic school expenses
All other areas	All other strategies	Existing building budget	Y	District	Money will have to be used carefully and sparingly
All other areas	All other strategies	Grants available to teachers for special projects	\$1,000/ 1.0 FTE teacher	McGivra PTA	Allows school to use its small budget for basic school expenses

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
Montlake Community Center	Montlake CC operates a before and after school program, mainly for McGilvra students out of our lunchroom, gym, library and computer lab. In the afternoon session, time is provided for students to do their homework with assistance from their child care providers	Sept. 08-June-09	NA	NA	Sept. 08-June 09
McGilvra PTA	The McGilvra PTA provides the school with additional funds to support additional teachers to reduce class size and provide enrichment instruction in the arts. PTA funds are also used for special projects (see above), purchase curricular materials, and provide support for teaching staff. In addition to funding, the PTA also provides many volunteers who coordinate programs for the school throughout the school year. Parents are always helping in the classrooms with the preparation of materials and the helping of students with their work, as directed by the teacher.	Sept. 08-June-09	PTA Grant: \$206,000 pledged to the District this year to fund teachers/programs mentioned	PTA	Sept.08-June 09

Note: Please delete or add rows as necessary