

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

MONTLAKE ELEMENTARY

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Revision History

Revision Number	Date	Comments
Revision 1	November 10, 2008	Edits by Office of School Improvement
Revision 2	December 10, 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

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

Montlake School community is an innovative leader in creating a safe, inclusive, and high performing environment where diversity and creativity are honored and fostered. We hold ourselves accountable and in the service of our high ideals.

What have we learned from our data?

.Insight		How is this insight addressed in our C-SIP?
1	Based on our 2008 WASL results, two third graders did not meet math standards. One 4 th grade parent refused permission for their child to take the 4 th grade WASL and fourteen 4 th graders did not meet standards in math.	<ul style="list-style-type: none"> We set a S.M.A.R.T. goal to sustain the percentage of students meeting math standards in 3rd grade at 95+% and to increase the 4th and 5th grade students to reach 95+%. This includes moving one student each in the fourth and fifth grades from Level 1 to Level 2. It includes moving eleven students in the fifth grade from Level 2 to Level 3. We have increased our math block to 90 minutes. It is a priority for students to master their basic math facts. Our 4th and 4th grade teachers developed a new website with links to on-line math games and to EDM games. We shared this resource with our families and with our on-site community day care provider
2	Based on our 2008 WASL results three students in third grade and nine students in fourth grade did not meet standards in reading. One fourth grade parent refused permission for their child to take the WASL.	<ul style="list-style-type: none"> We set a S.M.A.R.T. goal to sustain the percentage of students meeting reading standards in 3rd grade at 93+% and to increase the 4th and 5th graders to reach 95+% This includes moving three students from Level 2 to Level 3 in the 4th grade and nine students in the 5th grade to Level 3. We have increased our literacy block to 90 minutes. We have added two additional part-time teachers to provide additional small group instruction to struggling students. In addition all struggling readers (gr. 2-5) will receive <i>daily</i> Read Naturally support.
3	Based on our 2008 Writing WASL results eighteen fourth graders did not meet standards and one parent refused permission for their child to take the WASL.	<ul style="list-style-type: none"> We set a S.M.A.R.T. goal to increase the percentage of 4th students meeting writing standards in 4th grade to 90%. We purchased Units of Study writing program to align our writing instruction for all teachers. a Focus on teachers taking district provided instruction linked to this resource. We have increased our literacy block to 90 minutes.

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

SECTION 1: OVERVIEW

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.

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
MATHEMATICS	For the past five years 4 th grade students have scored approximately 12 percentage points lower in math than in reading. We know that it will take a concerted effort by teachers, students, and families to substantially close this gap including every student mastering basic math facts.	Increase the percentage of students meeting math standards in 3 rd , 4 th , and 5 th grades to 90%. This includes moving 1 student each in 4 th grade from Level 1 and 2 to Level 3 and 14 students in fifth grade from Level 1 and 2 to Level 3.
READING	We believe in providing all our students a balanced literacy program. Although we have a strong tradition of closing the achievement gap in reading for our black students we know that not all our students meet reading standards.	Increase/sustain the percentage of students meeting reading standards in 3 rd , 4 th , and 5 th grades to 97+%.
WRITING	With the exception of 2008 WASL scores, we have improved every year for the past nine years on the 4 th grade writing WASL. We want every student to engage in using strategies so as to craft exemplary pieces of writing across genres.	Increase the percentage of 4 th grade students meeting the writing standard to 94% on the fourth grade 2009 WASL. Our 2008 Writing result of 59% is significantly lower than the 2006 and 2007 Writing WASLs of 90 – 92% meeting standards.

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

SECTION 1: OVERVIEW

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

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

We join with the district in the goal to have every student become a proficient and critical reader, writer, and mathematician, motivated to read, write, and play with numbers throughout their lives.

Over the course of the next five years we will work to ensure that:

1. 90% of our 4th grade students will meet or exceed math standards (up from average of 82%).
2. 97% of our 4th grade students will meet or exceed reading standards (up from an average of 96%).
3. 90% of our 4th grade students will meet or exceed writing standards (up from an average of 87%)

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?

While ensuring highly rigorous and engaging curriculum and instruction for all students, we at Montlake Elementary will identify effective, research-based intervention and enrichment strategies to especially target those specific students performing at Levels 1-2 and Level 4 students.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes five Teachers: (Special Education, teachers representing Grades K-1, 2-3, 4-5, and an Administrative Intern), the Principal and two parents who alternate meetings. • 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:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; two alternating parents serve on BLT. More volunteers are always welcome. A BLT Parent and the Principal attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning. • Our C-SIP is a topic of upcoming PTA meeting on November 12, 2008. Their input will be included in our ongoing C-SIP refinement. This event will include parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: OVERVIEW

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

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

Title I status

This school 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: Principal, Administrative Intern, and BLT

S.M.A.R.T. Goal: Increase the percentage of students meeting math standards in 3rd, 4th, and 5th grades to 90%. This includes moving 1 student each in 4th grade from Level 1 and 2 to Level 3 and 14 students in fifth grade from Level 1 and 2 to Level 3.

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

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>
Pacing math instruction at a rate that increases rigor and frequency of Big Ideas	<ul style="list-style-type: none"> • All students K-5 	Daily	Principal	Staff are expected to plan and implement math instruction/assessment in accordance to the ED Pacing Guide.
Identify L2 students in order to provide double dose of EDM Instruction	<ul style="list-style-type: none"> • 1st - 5th grades L2 	Daily	Principal	Classroom teachers will target these students to provide Guided Math instruction — a second dose of extra practice of EDM content.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide math enrichment through our Math Challenge Program	<ul style="list-style-type: none"> • 3rd, 4th, 5th graders who have an interest in challenging themselves. Level 4. 	Weekly – After School	University of Washington Math Graduate Professor	Students work collaboratively to solve challenging math problems.
Analysis of student work, instructional practice, and assessment data for the purpose of providing Data Snap feedback loops.	<ul style="list-style-type: none"> • All students K-5 	2x Monthly	Principal	Using <u>Math Look-Fors</u> Principal and Admin Intern observe classroom math instruction. And provide data feedback to teachers. Using assessment data (including WASL and Student Progress Reports) target Level 2 students in grades 2-5 to look at their work.
Supplement EDM with school-wide opportunity to practice problem solving strategies and mathematical thinking.	<ul style="list-style-type: none"> • All students K-5 	2x monthly	Principal and Admin Intern	Power Problem: School-wide Math problems promoting reasoning and communication of mathematical thinking. Students are expected to demonstrate proficiency in the “5 Step Problem Solving Process.” All problems align with the newly updated state standards in math.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring --- MATHEMATICS

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math Assessments K-5	Students in grades 1-5 will take the beginning, mid-year, and end of year math assessments.	Admin Intern and all Classroom Teachers	Teachers will use the beginning, mid, and end of the year assessments to assess students' GLE skill development. Teachers will use data to develop instructional plans. Additionally teachers will develop Student Learning Plans for students not performing at standard.
EDM Unit Previews/End of Unit Tests	All students K-5 at the beginning and end of each EDM unit	Classroom Teachers K-5	Teachers will use the EDM Unit assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
WASL	Grades 3-5	Principal	The WASL provides administrators, teachers, and families with individual assessment data as well as school-wide improvement trends.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development --- MATHEMATICS

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>	
DATA Teams (embedded in our BLT)	Grade Level Teams	1 -2x monthly	Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction.
District-Directed Math PD	Stevens, McGilvra, and Montlake staff	4x per year	Teachers will meet to collaborate, analyze student data, indentify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved math instruction.
Staff Meeting PD	Montlake Staff	1x monthly	Discussion and analysis of state standards for alignment with EDM curriculum; increased awareness of content and process standards; and vertical alignment across grade levels.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement --- MATHEMATICS

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Communicate regularly with families through the EDM family letter and home student links.	<ul style="list-style-type: none"> All families K-5 	1x per unit/family letter/Daily/Study Link	Classroom teachers	<p>Family Letter- Regular written communication describing math content, lesson goals, ideas for home support.</p> <p>Home Link- Nightly homework designed to invite family support and continued student learning.</p>
Communicate regularly with our on-site daycare through the EDM family letter and home study links for supporting alignment.	Families of those whose children attend before/after school daycare at CDSA.	1x per unit/family letter/Daily/Study Link	Principal and CDSA site director	<p>Family Letter- Regular written communication describing math content, lesson goals, ideas for home support.</p> <p>Home Link- Nightly homework designed to invite family support and continued student learning.</p>
Celebrate and enrich school-wide math culture through Family Math Night	<ul style="list-style-type: none"> All families K-5 	1x per year	Corinne Grandbois and math teachers	Family Math Night: Evening event designed to increase enthusiasm, awareness, and understanding as taught at school and practiced at home.
Student Learning Plans	<ul style="list-style-type: none"> Students performing below standards 	Signed by parent, student, teacher, and principal	Principal	SLP: Description of specific interventions to increase students' math skills and processes.
On-Line Math Games	<ul style="list-style-type: none"> K-5 teachers and families 	Weekly	Classroom math teachers	Inform families of on-line math games that reinforce math skills and concepts and processes.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: READING

Lead Responsibility: Principal and BLT

S.M.A.R.T. Goal: Increase/sustain the percentage of students meeting reading standard in 3rd, 4th, and 5th grade to 97+%. This includes the 97+ % of fifth graders, an average 96+ 4th graders who meet standards, and the average 93% of third graders who meet reading standards. This included moving three third graders who did not meet standards in 2008 and nine 4th graders who did not meet standards in 2008 to Level 3 in 2009.

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

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>
Provide comprehensive and balanced literacy instruction	<ul style="list-style-type: none"> All 	Daily	All teachers	All classrooms will implement a balanced literacy program including elements such as guided reading, independent reading, skills instruction, comprehension practice, word analysis, interactive read alouds, shared reading/writing.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue our focus on using Guided Reading to teach comprehension skills targeting inference of non-fiction.	<ul style="list-style-type: none"> • All 	SRA Assessment mid-Oct and mid-March	BLT	Training in Guided Reading using Comprehension Toolkit K-5 All school Assessments students' skills 2x
Focus our Guided Writing with a focus on narrative prompts.	<ul style="list-style-type: none"> • All 	Mid -Oct and mid-March	BLT	Training in Guided Writing using Units of Study resource K-5
Daily Read Naturally during early morning and mid morning- not during Basic Skills Block	<ul style="list-style-type: none"> • 2nd -5th grade 	Daily	Librarian	Provide additional support so as to offer RN at times that don't conflict with Basic Skills Block.
Continue Early Readers but use time after Basic Skills Block	<ul style="list-style-type: none"> • 1st grade 	Daily	Merrilyn Carpenter	Use research-based curriculum, Reading Mastery, and small group instruction to prevent early reading failure.
Training in RTI (Response to Intervention)	<ul style="list-style-type: none"> • Principal, Sped Team, and one teacher for each grade level team 	Training 6x per year	Nel Taylor	RTI is the federal mandate requirement to use research-based strategies and frequent monitoring to determine if interventions are working.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring --- READING

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA Assessments	All students K-2 and 3 rd grade students below district standard DRA 28 2x's yearly	Classroom Teachers	This assessment provides data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support, and enrichment.
S.T.A.R. Assessment	Grades 3-5 Quarterly	Classroom Teachers	This assessment provided data on student performance levels, starting with a baseline measure and reflects progress over time. Provides information needed to design classroom reading instruction, additional support, and enrichment.
Read Naturally Assessment	Daily and Summaries Quarterly	Debora Hare	This assessment measures students' reading fluency and comprehension and provides information needed to design classroom reading instruction, additional support, and enrichment.
Teacher/student reading conferences	2x per month	Classroom teacher	Use reading comprehension checklists during reading conference to measure skill levels and use of reading strategies.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development --- READING

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>	
Encourage teachers to attend Guided Reading Trainings offered by District	Reading teachers, sped, and principal	Dates yet to be determined by district	Introduction to Guided Reading/Reading Workshop Plan for before reading, during reading, and after reading moves by teacher and students.
Balanced Literacy Program Presentation	All Instructional Staff	Once per year	Use one PD day to focus on the elements of Guided Reading. This year's focus is on comprehending non-fiction and using strategies to practice reading for inferential meaning.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement -- READING

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>
Celebrate student learning and inform families of student literacy goals and outcomes. Include CDSA day care providers in these presentations	<ul style="list-style-type: none"> Classroom teachers 	Sept. 24 and October 2, 2008	Classroom teachers, Principal, and Site Director of CDSA daycare	Curriculum Night: The purpose of Curriculum Night is to provide families and introduction and overview of the individual classroom experience. Specifically, introducing grade level curriculum.
Use our school's website to post our C-SIP for families and community to review	<ul style="list-style-type: none"> Families and Community 	October, 2008	Principal	Engage families in knowing our academic goals and plan for achieving excellence for every student.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: WRITING

Lead Responsibility:

Principal and BLT

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

Increase the percentage of 4th grade students meeting writing standard from an average of 83% to 90% on the 2009 writing WASL. (Note: In 2008, we had 78% meet the writing standard and nine students who did not meet standards and one student whose parent refused permission for their student to take the 4th grade WASL.)

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

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>
Increase the effectiveness of writing instruction	<ul style="list-style-type: none"> All students K-5 	Daily beginning October 2008	Principal/BLT	Use the Guided Writing approach to Writing Workshops with a focus on Narrative Writing K-5 and Conventions
Promote and encourage teachers to attend the Writer's Workshop Trainings offered by our district	<ul style="list-style-type: none"> All students K-5 	Weekly, October 2008	Principal/BLT	Use Guided Writing Workshop and the Units of Study Curriculum purchased this year.
Provide all teachers with Units of Study Writing Workshop Curriculum	<ul style="list-style-type: none"> All students K-5 	October, 2008	Principal	Units of Study curriculum aligns instruction with Seattle middle schools writing program.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring --- Writing

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>
All school Narrative Writing Prompt Assessment	K-5 Mid-October and Mid-March	Classroom teachers	Use a formative narrative writing prompt school wide. Share student work in grade level and cross grade level teams. Monitor the 6 writing traits.

Professional Development --- Writing

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>	
Teachers provided with Units of Study Writing Curriculum and take district training	Classroom teachers and principal	October 9, Oct. 27, and Nov 10 4:15- 7:15 pm	Based on Lucy Calkin's work for elementary teachers. Learn about teaching routines, develop mini-lessons, and writing conferences.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement --- Writing

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>
Celebrate student work Name of Event TBD	<ul style="list-style-type: none"> All families 	1x this year	Classroom teachers	Evening to promote students literary works. Event incorporates a school-wide celebrated of student work and demonstrates results of the writing curriculum and instruction.

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>
Continue refinement of our Emergency Response Plan	Update our Classroom Emergency Supplies so that they are current and uniform school wide. Train staff in tiered response to emergencies. Practice Emergency Drill 2x yearly.	PTA purchased uniform and essential classroom emergency supplies. Utilize the Critical Incident Management System to train staff. Inform our families of our Emergency Response Plan via website, E-mails, and weekly bulletins.
Strengthen our Collaborative Communication Skills	Using <i>The Adaptive School: A Sourcebook for Developing Collaborative Groups</i> to define and practice collaborative communication skills.	Use staff meetings to focus on the norms and skills of collaboration. Use debriefing at the end of meetings to reflect on the nature of our communication processes.

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
MATHEMATICS	Math Challenge – Enrichment after school program	N/A-	Yes	University of Washington	Strengthen problem solving strategies
MATHEMATICS	Analysis of student work, instructional practice, and assessment data for the purpose of providing Data Snap feedback loops to teachers	N/A	Yes	Staff meetings Feedback Loop	Formative Assessment of student learning
READING	Align teacher resources to support Read Naturally program daily and at two different times to lessen negative impact on students’ basic skills instruction.	Baseline and Reduction of Counseling Funding	Yes	Baseline and Reducing Counseling fund	Counseling time reduction and Reduction of Art Teacher’s supplemental prep time
READING	Purchase of Comprehension Toolkit for every teacher	\$2000	Yes	PTA	
WRITING	Purchase Units of Study writing resource K-5	\$2000	Yes	PTA	
EMERGENCY PLANNING	EMERGENCY SUPPLIES	\$2000	Yes	PTA	

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
University of Washington	Graduate School of Mathematics – college students coach our 3 rd -5 th graders in Math Challenge problems.	Weekly- 90 minutes	U. of W. grant		3 years
University Rotary	Provide hardbound dictionaries for every 3 rd grader	February	Rotarian Donation		3 years
CDSA	Director meets with principal to coordinate alignment of our academic curriculum with theirs. We share our school space and they attend our curriculum night and PTA board meetings. Link teacher-to-daycare counselor strengthened Utilize daycare counselor as playground supervisor and hourly tutor	Monthly meetings	Self-Help for hourly Tutoring PTA for playground supervisor	Community Alignment Project	8 years
University of Washington	Pipeline volunteers are paid by UW grant to volunteer in classrooms each quarter.	90 hours per quarter		University of Wash. Pipeline	4 years
Barnes and Noble	Educator's discount to provide a paperback primer to every entering kindergartner during principal home visits	Summer	Principal volunteers 60 hours during summer evenings	Barnes & Noble 20% educator discount on books. PTA.	8 years

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

SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
University of Washington School of Medicine	All third graders participate in Pen Pal's with UW employees and meet them live in the spring	3x's year	N/A		10 Years
Greek Orthodox Church	We provide parking for Greek Festival	1x year		Provides \$1000 to PTA	Long-standing Tradition
Montlake Carnival	Montlake School Carnival encourages families of our community to attend – not-for-profit event	June of each year	PTA		Long-standing Tradition
Montlake Artwalk	Annual display of student art in local businesses and throughout our school	Spring of each year	Art teacher PTA	N/A and space in local businesses	10 years
Seattle City Light	Provides 4 th and 5 th graders with field trip aligned with our Science curriculum	1x year	Seattle City Light Utility		First year
Puget Sound ESD	Provide participants with 6 days of professional development on RTI (How to provide tiered interventions to students with academic challenges	6 sessions this year	Puget Sound ESD		First year
Symphony of Wheels	Seattle Symphony musicians perform a free concert at Langston Hughes Hall for our 2 nd /3 rd graders and then play their instruments for all students K-5 in the spring	2x's	Seattle Symphony on Wheels program		Three years
Cedar Grove Composting	2 nd and 3 rd graders trained in Students Recycling School Lunch program. Food wastes and paper wastes are recycled/composted from school	Daily	Cedar Grove Composting		2 nd year

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

Partner(s)	Description	Timing <i>(when, how often)</i>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	lunches.				