

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year



John Muir Elementary School

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September 24, 2008



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### Revision History

Revision Number	Date	Comments
Revision 1	November 7, 2008	Edits by Office of School Improvement
Revision 2	November 25, 2008	Edits by Office of School Improvement
Revision 3	December 10, 2008	C-SIPs Peer Reviews
Revision 4	December 30, 2008	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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

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

#### Welcome to John Muir Elementary



A culturally diverse setting where students are nurtured and learning is celebrated.

**Mission: John Muir provides a caring, learning environment that promotes maximum academic, social, and emotional growth for all students.**

**Vision: Delivering on the Dream – All John Muir students will meet or exceed academic standards.**

### 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	The majority of our African American students in grades 3 - 5 are not meeting standards in math.	Achievement in math is the number one goal in our C-SIP. In our data analysis, we will focus on students who are not at standard in math. Professional development in math is included in our plan and will support all students achieving.
2	The majority of our students are meeting standard in reading and writing.	Writing Achievement is a goal in our C-SIP plan. Professional development in writing is included in our plan and will support all students achieving. Classroom emphasis on “writing across the curriculum” will be maintained.
3	A focus on healthy choices can change behaviors.	The focus on healthy choices is included as a school-wide strategy. Information and activities related to healthy choices will be included in family nights such as Family Math Night.

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

## SECTION 1: OVERVIEW

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Insight		How is this insight addressed in our C-SIP?
4	Students can be motivated by non-core subjects to work hard in core subjects.	Non-core subjects/activities are listed as school-wide strategies in our plan.
5	Families and communities want students to be successful and will be supportive.	Family and community involvement plans are included in each major focus area.

*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
Math Achievement among African American students	Over the last 4 years, African American students in the 4 <sup>th</sup> grade have scored significantly below the school and district average in math. AA students make up the majority of our student population.	At least 30 % of African American students in 4 <sup>th</sup> grade will meet standard on the Math section of the WASL in the spring of 2009.
Science Achievement	While our 5 <sup>th</sup> grade students have met standard in science at a comparable or higher rate than the state or district average, scores in this area remain lower than other core areas.	At least 65% of 5 <sup>th</sup> grade students will meet standard on the Science section of the WASL in the Spring of 2009. We will reduce the education gap for boys and AA students by at least 5%.
Writing Achievement	Writing is key to expressing understanding in all subjects.	At least 78% of 4 <sup>th</sup> grade students will meet standard on the Writing section of the WASL in the Spring of 2009.

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

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

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

Increasing math and science achievement are explicitly in line with the Strategies for Action in the SPS strategic plan. Maintaining and building on our strength in literacy, particularly writing is also specifically a Strategy for Action in the plan.

### **What are the school-wide strategies that cut across major focus areas?**

*Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?*

Our school-wide strategies include:

- grade-level, grade band (2 grades), and cross grade teaming and collaboration
- the Self-Manager program to maintain an appropriate level of discipline to support a learning environment
- maintaining student engagement in school with non-core programs such as Art, Computer, PE/SCATS, DanceChance, service opportunities, music, etc.
- a focus on healthy choices such as good nutrition and physical fitness
- maintaining high family and community engagement

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

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

## SECTION 1: OVERVIEW

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>Staff members on the BLT include 3 Teachers in Grades K-5 (one from each grade band), 1 Computer Lab Teacher/Librarian, 1 Administrative Secretary, 1 Head Teacher, 1 Principal</li> <li>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.</li> </ul>
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>C-SIP goals/strategies/activities include input from BLT; parents also give input through PTA meetings. More parent volunteers are always welcome. Two members of the staff (one who is also a BLT member) attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning.</li> <li>Our C-SIP goals were presented at the Back-to-School night on September 18, 2008. This event included parents for whom English is not their primary language. C-SIP was a topic during our Professional Development Day on October 10, 2008 and is a topic of upcoming PTA meeting on December 3, 2008. Input from the staff and families will be included in our ongoing C-SIP refinement.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: OVERVIEW

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### School Improvement Review, *continued*

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

### Technology

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

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

## SECTION 1: OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Math (Black) . So, we are not identified as a “School in Improvement.”

### **Title I status**

This school receives Title I funds.

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

## SECTION 1: OVERVIEW

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### Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1	<p>What type of needs assessment did we conduct, to determine C-SIP goals?</p> <p>At Grade-Level Team (GLT) meetings in August and October 2008, we analyzed student achievement data from WASL and classroom-based assessments. After we gathered and analyzed our data, we developed data-based SMART goals for student growth in every major goal area.</p>
2	<p>What reform strategies are we using to improve student learning?</p> <ul style="list-style-type: none"> <li>• We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on 10/10/08 and 11/05/08.</li> <li>• We created a master schedule to maximize available student learning time especially in Literacy and Mathematics before the start of school and have continued to fine tune it.</li> <li>• We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.</li> </ul>
3	<p>Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?</p> <p>Teachers: Yes. This information was made available to all parents in the fall.</p>
	<p>Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.</p>
	<p><u>Correction plan.</u> Not applicable.</p>
4	<p>How are we providing staff with professional development that is high-quality and ongoing?</p> <ul style="list-style-type: none"> <li>• We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>
5	<p>What do we do to attract and retain high-quality, highly-qualified staff?</p> <p>We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.</p>
6	<p>What do we do to increase parent involvement?</p> <p>Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.</p>

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

## SECTION 1: OVERVIEW

	<b>Component</b>	<b>How school has addressed each Component</b>
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We invite all incoming families to come to school on one of two Saturdays in the summer (June and August). We assess the students so we can advise parents what to work on for the rest of the summer. Students also get the opportunity to visit the classroom and meet the teachers. Students with academic deficits received a reusable workbook called "Let's Get Ready for Kindergarten." We also schedule a new families picnic for August and have many school tours.</li> <li>• We assist students in transitioning to middle school by publishing enrollment and middle school open house information as soon as they become available.</li> <li>• In addition, we invite former students to work in 5<sup>th</sup> grade classrooms and share their experiences with students about the transition from John Muir to middle school throughout the year depending on the availability of the students.</li> <li>• We assist our students in their transition to Middle School by sharing information with the middle school counselors at the end of the year. Depending on what specific information middle schools ask for, we send spreadsheets with boxes to check regarding needs, behavior, etc. and/or provide information about students via phone conversations.</li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #1: Math Achievement among African American students

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**Lead Responsibility:** Principal: Awnie Thompson, Math Coach: Marleen Boone, Mathematician in Residence: Dave Gardner

**S.M.A.R.T. Goal:** At least 30 % of African American students in 4<sup>th</sup> grade will meet standard on the Math section of the WASL in the spring of 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Full implementation of EDM	<ul style="list-style-type: none"> <li>all students will benefit however, student of focus are African American students</li> </ul>	Throughout the school year	Teachers with support from leads above and other support staff	Classroom teachers, with support as noted, will fully implement the EDM instructional materials following the pacing guide. 75 minutes per day will be allocated for math instruction to accomplish this.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Partnership with Explorations in Math (EiM)	<ul style="list-style-type: none"> <li>all students</li> </ul>	Throughout the school year	EiM staff and teachers	This partnership supports our work to create a math culture by extending math activity beyond the school day. Features include: Monthly Math Challenges (home connection), Family Math Nights, After school Math Clubs, summertime Math Camp, and our Mathematician in Residence (MiR).
Formative assessment	<ul style="list-style-type: none"> <li>students not meeting grade level PEs</li> </ul>	Monthly through the year	Principal, Math Coach and MiR	Teachers will meet monthly in grade band teams to do item analysis on specified student work and determine teacher moves based on the outcomes.

Note: Please delete or add rows as necessary.

#### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Preview and unit tests	Students will be assessed at the beginning and end of each unit	Teachers will administer the assessments, Math Coach will collect and report results, principal will monitor implementation.	The assessments will inform us about what students already know, what they have learned and what they have yet to learn. If they already know it, we will move on. If they have yet to learn it, we will see if the item is part of the PEs for the grade level. If not, we will move on. If it is, we will reteach the material when it next comes up or before moving on if this is the last experience with it at this grade.
Specified student work	Work from all students will be included in the review	Classroom teachers in grade band teams	

Note: Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
EDM follow-up trainings.	Classroom teachers, coach and appropriate support staff.	4 times through the year, 2 hrs per session	A series of sessions, conducted by math teacher leaders and coaches, specifically related to the EDM materials.
Introduction to new PEs, and revised instruction and pacing guides	Classroom teachers, coach and appropriate support staff.	September 08, revisited as needed	School-based PD using SPS and OSPI web-based materials.
Analysis of student work	Classroom teachers, coach and appropriate support staff.	A minimum of 6 times for at least 60 minutes	Formative assessment meetings in grade band teams.

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

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

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Support from Family Support Worker(FSW)	<ul style="list-style-type: none"> <li>families of students at risk for not succeeding</li> </ul>	Year long	FSW and related service providers	FSW will work with specified families to provide academic support and remove non-academic barriers to success.
Family Math Nights	<ul style="list-style-type: none"> <li>those on the FSW "caseload"</li> </ul>	2 times per year	Math Coach, FSW, MiR	Evening events introducing families to EDM and strategies for supporting their students at home
Parent Teacher Conferences	<ul style="list-style-type: none"> <li>families of students at risk for not succeeding</li> </ul>	2 times per year	Teachers, Head Teacher	Individual meetings with families to explain academic goals and review individual students' progress
Home Links	<ul style="list-style-type: none"> <li>all</li> </ul>	Daily	Teachers	Daily math homework designed to reinforce school day learning and inform families of current math topics

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Science Achievement

**Lead Responsibility:**

Classroom teachers in grades K - 5

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

At least 65% of 5<sup>th</sup> grade students will meet standard on the Science section of the WASL in the Spring of 2009. We will reduce the education gap for boys and AA students by at least 5%.

### 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>
Teach three adopted science units at each grade level	<ul style="list-style-type: none"> <li>All students will benefit, particularly ELL students, and students with less enriched backgrounds</li> </ul>	Throughout the year	Teachers with support from the principal and support staff	Teachers will teach all three adopted science units at their grade level. The inquiry approach is engaging for all students and a leveler for students with limited vocabulary and/or personal experience
Conduct and write about scientific investigations		Three times per year		Teacher will provide opportunities to conduct grade appropriate investigations and write "reports" in a format similar to those on the WASL

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Teach non-fiction (expository) writing	All students will benefit, particularly ELL students, and students with less enriched backgrounds	Throughout the year	Classroom teachers	Teachers will teach the appropriate skills for non-fiction writing including graphic organizers and frames
Teach non-fiction reading skills and read non-fiction text related to grade level science topics		Throughout the year	Classroom teachers and Ell teacher, Resource teacher as appropriate	Teacher will teach the appropriate skills for reading and understanding non-fiction text

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

#### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom observation	All students, ongoing	Teachers	Students' understanding of the basic concepts and processes of science
Reports from investigations	Grade 4/5 students at least 3 times per year	Teachers	Students' ability to conduct a "fair-test", identify the components of a "fair-test", and write a complete report
Classroom observation	All students, ongoing	Teachers	Students' ability to use the features of non-fiction text to understand the reading

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

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Inquiry-based science initial use classes	New teachers or teachers new to their grade level	Classes are offered three times per year	Instruction in the effective use of the adopted science units
Science expository writing classes	Interested classroom teachers	Classes are offered three times per year	Instruction in the expository writing structures that support development of scientific concepts and processes

**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>
Parent conferences	• All	Two times per year	Teachers, FSW	Parents will be informed of students' goals and progress in science
Family Science Night	• All	Spring	Teachers, principal and FSW	Evening event where parents experience inquiry science units with student facilitation

**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 Achievement

**Lead Responsibility:**

Classroom teachers

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

At least 78% of 4<sup>th</sup> grade students will meet standard on the Writing section of the WASL in the Spring of 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Writers' Workshop	• All	Year long	Teachers and Powerful Writers coach	Implement the writers' workshop model in classrooms so students are writing daily, all year long
Student Reading Nights	• All	Monthly Jan – Jun	Teachers and PW staff	Students are invited to share their original writing at Starbucks one evening per month, an open mic type event
Writing across the curriculum	• All	Year long	Teachers	Students will learn appropriate structures and formats for writing in all subject areas (rather than learning writing as a subject independent of other curricular areas)

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

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Performance assessments: writing samples	All	Classroom teachers	Teachers will learn which writing traits, organizing structures, skills students have mastered at their level.

Note: Please delete or add rows as necessary

### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Modeling by Powerful Writers' coach	All teachers over the year	Four teachers at a time participate weekly for 4 – 8 weeks (depends on genre)	Writing coach models a lesson and provides a lesson outline for the remaining lessons of the week. Teachers meet weekly to debrief the modeled lesson.
Science expository writing classes	Interested classroom teachers	Classes are offered three times per year	Instruction in the expository writing structures that support development of scientific concepts and processes; also supports any non-fiction writing.

Note: Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Student Reading Nights	<ul style="list-style-type: none"> <li>All</li> </ul>	Monthly Jan - June	Teachers, principal and PW staff	Parents are invited and encouraged to attend the Student Reading Nights as described above. Events will be publicized, principal and teachers will attend.
Family Literacy Night	<ul style="list-style-type: none"> <li>Families with students in grades K – 2</li> </ul>	April	Teachers, FSW, principal and PS staff	Families are invited and encouraged to attend the Literacy Night. Students engage in literacy activities and share their original writing. Families learn how to support literacy at home.

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

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

## SECTION 3: OTHER AREAS OF FOCUS

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### 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>
Reading Achievement	Students at all grade levels will continue to make adequate yearly progress on meeting state standards for reading as measured by the DRA grades K – 2 and the WASL in grades 3 - 5	Ongoing formative and summative assessment to establish baseline skill level and to measure progress toward goals. Tutoring, using the Sound Partners programs for students in primary grades who are reading below grade level. Guided reading groups in classes.
Attendance	Unexcused absences will be maintained within the approved levels.	Daily calls to families of absent students. Arrange transportation where needed and possible. Maintain a motivating environment so that students want to be in school.
Student discipline	Maintain an emotionally and physically safe environment that promotes student learning.	Issue "Random Acts of Kindness" Awards for students "caught in the act." Use Self-Manager and Star Awards for group and individual behavior. Have Self- Manager recess and parties for consistent self-managers.
Kindergarten Readiness	Students enter kindergarten ready to learn.	Conduct assessments during the summer before K. Advise parents of skills needed for K. Provide book, <i>Let's Get Ready for Kindergarten</i> to help develop missing skills before fall. Have two or more opportunities for incoming Ks to visit the classroom and teachers, prior to the start of school. Attend Kindergarten Fair.
Middle School Readiness	Facilitate the transition from 5 <sup>th</sup> to 6 <sup>th</sup> grade.	Share information with families about Middle School information events. Share information with Middle School officials about their incoming students to inform placements and service choices.

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

### SECTION 3: OTHER AREAS OF FOCUS

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Other Area of Focus	Goal(s)	Key Strategies
Advanced Learners	Identify students who are advanced learners. Recruit students who are underrepresented in advanced learning programs. Advanced learners will score above standard on all state assessments.	Be proactive in nominating students for standard and alternate assessments. Provide a rigorous curriculum and independent learning opportunities for advanced learners.

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

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

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 2008-09 Key Budget Information

*What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?*

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math Achievement	Partnership with Explorations in Math	\$540	Y	School budget	Reduces amount available for other program purposes
Writing Achievement	Writers' Workshop	Approx. \$6000; part of \$10,000 for all PS programs	Y	School budget	Reduces amount available for other program purposes
Science Achievement	Professional development in initial use and science writing classes.	No cost to schools	N/A	District professional development budget	None
All three	Family Nights (provide dinner)	\$1200	Y	School budget and PTA contributions	Reduces amount available for other program purposes

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

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

## SECTION 5: SCHOOL PARTNERSHIPS

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### School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership	
Explorations in Math	EiM is a non-profit working our community to promote a math culture in schools that results in increased math achievement.	Ongoing	We receive services, not funds, from these organizations. We make a small contribution towards cost of services to EiM and PS.	All three organizations receive grant funding and gifts	Since 2005	
Powerful Schools	Non-profit working in our community to support schools in literacy and the arts	Ongoing			Since 1992	
Friends of the Children	Non-profit providing mentoring through high school for students at significant risk for academic failure	Ongoing			Since 2003 or earlier	
Sierra Club	Youth outreach from the Sierra club to encourage environmental learning opportunities	Ongoing			\$17,500 for 08-09 for field trips and the IslandWood Family Weekend	Since 2006
Mayflower Park Hotel	The Mayflower Park holds the "Art of Hospitality" to raise funds for the John Muir Art program	Once per year			\$8,000 in fall 06, similar amount anticipated for 08.	Since 2006 (no event in 2007 due to host's remodeling.)

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