

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

The New School

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September 29, 2008



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### Revision History

Revision Number	Date	Comments
Revision 1	September 11, 2008	This represents work completed by Reading, Writing, Math and Loving Community Professional Learning Community committees during August and September 2008. Committees will continue to work to complete/refine plan.
Revision 2	November 12, 2008	Edits by Office of School Improvement
Revision 3	November 26, 2008	Edits by Office of School Improvement
Revision 4	December 3, 2008	C-SIP Peer Reviews
Revision 4	January 5, 2009	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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

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

***Vision: Together we create a loving community of purposeful learning that honors the whole child: body, mind, and spirit.***

***Mission: We view each child as a bright spirit on a magnificent journey in our quest to contribute powerfully to the healing of humanity and Mother Earth.***

***Our values: Awareness: I strive to be present and conscious of my feelings and my choices. I am sensitive to how my words and actions impact my life, those around me, and my world. Honesty: I listen to and speak from my heart. I tell my truth, my whole truth, and nothing but my truth. Responsibility: I am compassionate and loving to myself and others. I follow my heart and joy. I work to detach from behaviors that do not serve me anymore. I work hard, always do my best and respect education as an opportunity to enrich my life.***

***Our four school wide expectations and commitments: I am safe. I am kind. I am respectful. I am a learner everyday with myself and others.***

Our learning and teaching community aspires to balance academic excellence with social, emotional, and physical well-being in order to achieve lifelong learners who practice mindfulness, social justice, and scholarly behavior.

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

## SECTION 1: OVERVIEW

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### 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	Based on the 2008 WASL, 76% of students met standard in reading in 3 <sup>rd</sup> and 4 <sup>th</sup> grades. We do not have a school wide scope and sequence for PK-6 reading.	<ul style="list-style-type: none"> <li>❑ We have a SMART goal to increase the percentage of students meeting <b>reading</b> standards to 81% in 3<sup>rd</sup> grade, 81% in 4<sup>th</sup> grade and increase/sustain 5<sup>th</sup> grade percentage to 89+%.</li> <li>❑ Grade level and cross grade level Professional Learning Community (PLC) work focused on curriculum alignment, mapping, and planning will be part of our professional development.</li> </ul>
2	Based on the 2008 WASL and Writing data from Powerful Schools, 56% of 4 <sup>th</sup> grade students met standard and 2 <sup>nd</sup> grade scores took a dip.	<ul style="list-style-type: none"> <li>❑ We have a SMART goal to increase the percentage of students meeting <b>writing</b> standards to 66% in 4<sup>th</sup> grade.</li> <li>❑ Grade level and cross grade level PLC work focused on curriculum alignment, mapping, and planning will be part of our professional development.</li> </ul>
3	Based on the 2008 WASL, students who have been in our program for more than two years are more likely to meet standard in 4 <sup>th</sup> and 5 <sup>th</sup> grade math. Overall math scores showed the following percentages of students meeting standard: 71% of 3 <sup>rd</sup> graders, 67% of 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>❑ We have a SMART goal to increase the percentage of students meeting <b>math</b> standards to 76% in 3<sup>rd</sup> grade, 72% in 4<sup>th</sup> grade, and 78% in 5<sup>th</sup> grade.</li> <li>❑ Extended day acceleration programs in math will help support those students who need intensive intervention.</li> <li>❑ Strategies including data teams, curriculum alignment and mapping will result in more intentional teaching.</li> </ul>

# 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?
	graders, and 73% of 5 <sup>th</sup> graders.	
4	African American students are currently performing at a lower level than students of other ethnicities in 3 <sup>rd</sup> grade reading and math at 58% and 54%; 4 <sup>th</sup> grade reading, math, and writing at 76%, 59%, and 59%.	<ul style="list-style-type: none"> <li>❑ Use of data teams and high leverage teaching strategies will help us to be able to monitor the progress of targeted students and adjust instructional plans with more intention and equity in order to close the achievement gap.</li> <li>❑ We need to be able to better monitor the progress of student's performance throughout the year other than WASL. Progress monitoring with data collected in a central location will be reviewed throughout the year</li> </ul>
5	We need a way to measure growth of the whole child	<ul style="list-style-type: none"> <li>❑ Loving community goal with wellness indicators to examine social, emotional and academic growth.</li> </ul>

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

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

## SECTION 1: OVERVIEW

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What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Reading</b>	Research indicates that students who read below grade level in third grade are unlikely to ever read on grade level. Early childhood reading intervention in Pre Kindergarten through 3 <sup>rd</sup> grade will have a direct impact on the percentage of students reading at grade level and meeting standards on the WASL.	<p>90% of students grades Pre Kindergarten through 8<sup>th</sup> will read at grade level as measured by the Child Observation Record (COR for Pre K) and Developmental Reading Assessment (DRA for grades K-8) by June 2013.</p> <p>In 2009, increase the passage rate of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students by 5% as measured by the Reading portion of the WASL.</p> <p>3<sup>rd</sup> grade: 2008 Actual= 76% 2009 Target= 81%</p> <p>4<sup>th</sup> grade: 2008 Actual= 76% 2009 Target= 81%</p> <p>5<sup>th</sup> grade: 2008 Actual =89% 2009 Target= 94%</p>
<b>Writing</b>	Students are performing below district and state average on the WASL. By providing a consistent plan for delivering writing instruction, student needs will be addressed, resulting in higher levels of achievement.	<p>80% of students grades K-8 will score a three or a four on each of the six traits writing assessment by June 2013.</p> <p>In 2009, increase the passage rate of 4<sup>th</sup> grade students by 10% as measured by the Writing portion of the WASL</p> <p>4<sup>th</sup> grade: 2008 Actual= 56% 2009 Target=66%</p>

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

## SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Math</b>	Math is a gateway course to accessing higher education. With a new curriculum (EveryDay Math), we need to work collegially to ensure that there is a strong problem solving component K-8 and continue to engage students in the authentic application of mathematical learning.	<p>80% of students at each grade level will meet standard on the district math assessment by June 2013.</p> <p>Increase the passage rate of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students by 5% as measure by the Math portion of the WASL</p> <p>3<sup>rd</sup> grade: 2008 Actual= 71% 2009 Target= 76%</p> <p>4<sup>th</sup> grade: 2008 Actual= 67% 2009 Target= 72%</p> <p>5<sup>th</sup> grade: 2008 Actual =73% 2009 Target= 78%</p>
<b>Loving Community</b>	Aligns with our vision of whole child education	<p>100% of students will score a 3 or 4 in all areas of the New School Wellness Rubric (social, emotional, and academic) by 2013.</p> <p>80% student will score at least a three in each area of The New School Wellness Rubric by June 2009.</p>

### 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.*

Major focus areas in reading, writing and math. Performance goals are consistent with those in the superintendent's strategic plan. Strong Family Engagement component aligned with Flight Schools' work.

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

## SECTION 1: OVERVIEW

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### **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?*

Professional Learning Communities for:

- ❑ Data Teams
- ❑ Mapping, grade level alignment with Grade Level Expectations; cross grade level alignment

Professional Development

- ❑ High Leverage strategies used in all content areas to address equity and access to reading, writing, and math literacies.
- ❑ Integrating reading, writing, and math across the content areas.

# 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>• Building Leadership Team (BLT) includes four Teacher representatives: (Pre-K, Grade 2-3, Grade 4-6 and one Teacher representative for Special Ed/ELL/Title I), Principal, Assistant Principal, and there will be a classified staff member in the future,</li> <li>• BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; one Parent serves on BLT. More volunteers are always welcome. Members of the BLT attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning.</li> <li>• C-SIP presented @ Open House on October 16, 2008, and at Bilingual Family Night on October 16, 2008 and input included in C-SIP.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: OVERVIEW

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### School Improvement Review, *continued*

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

### Technology

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

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

## SECTION 1: OVERVIEW

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

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

### **Title I status**

This school receives Title I funds.

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

## SECTION 1: OVERVIEW

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### Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings (August 26, 28, and September 3, 10, 2008) and in our Building Leadership Team (BLT) (August 22, September 9, 22, and October 6, 2008) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth in every major goal area (September 22 and October 6, 2008).
2 What reform strategies are we using to improve student learning?	<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 (August 26, and 28, 2008).</li> <li>• We created a master schedule to maximize available student learning time especially in Literacy and Mathematics (August 28-29, 2008).</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 Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> <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 What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.

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

## SECTION 1: OVERVIEW

	Component	How school has addressed each Component
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school (January 22, 29, and February 5, 12).</li> <li>• We hosted a Pre-School night and Grade 6 night on August 28, 2008 for parents to meet the Pre-Kindergarten and Grade 6 team.</li> <li>• We also hosted a back-to-school BBQ for the entire school on August 28, 2008.</li> <li>• For the 2008-2009 school year The New School serves K-6 students. In 2009-2010 The New School will become K-7, then in 2010-2011 The New School will be K-8. This expansion of grade levels served will mean that this year's current sixth graders will not be transitioning to other middle schools next year or the following year, but instead will be continuing on at The New School. To assist in this transition process, we will continue our home visits to all families, provide a spring "Meet and Greet", and provide orientations and an all school barbeque during the summer.</li> <li>• The configuration of the school includes a central gathering area for all students PreK-7 where we celebrate community and spirit as an entire school on Fridays. Honoring the spirit of the middle school child, classrooms for grades 6 and 7 are located in the middle school tower to provide safe transitions, space for exploration, and developmentally appropriate social-emotional and academic programs for the pre-adolescent students. Spring school tours include a comprehensive learning walk into classrooms and opportunities to meet staff and parents of The New School.</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: Reading

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**Lead Responsibility:**

Sherrie Encarnacion, Principal and Andy Gregory, Building Leadership Team Representative

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

90% of students grades Pre Kindergarten through 8<sup>th</sup> will read at grade level as measured by the Child Observation Record (COR for Pre K) and Developmental Reading Assessment (DRA for grades K-8) by June 2013.

In 2009, increase the passage rate of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students by 5% as measured by the Reading portion of the WASL.

3<sup>rd</sup> grade: 2008 Actual= 76% 2009 Target= 81%

4<sup>th</sup> grade: 2008 Actual= 76% 2009 Target= 81%

5<sup>th</sup> grade: 2008 Actual =89% 2009 Target= 94%

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

### SECTION 2: MAJOR FOCUS AREAS

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Use of Guided Reading in grades Pre K – 8 with a specific focus on increasing comprehension.	<ul style="list-style-type: none"> <li>All students</li> </ul>	Daily	Classroom Teachers and Academic Support Staff	Teachers will define and implement a cohesive and articulated reading culture through balanced literacy, specifically: guided reading, interactive read alouds and literature discussions, shared reading, independent reading, and conferring to develop effective reading skills and strategies and to promote thinking skills. Professional development will include book and lesson studies and scope and sequence of balanced literacy curriculum work that includes culturally relevant texts, characters, issues and ideas, while promoting critical literacy.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Use of word work (phonics, spelling, word study and vocabulary) in grades Pre K - 8	<ul style="list-style-type: none"> <li>All students</li> </ul>	3 days per week	Classroom Teachers and Academic Support Staff	Word solving is basic to the complex act of reading. When readers can employ a flexible range of strategies for solving words rapidly and efficiently, attention is freed for comprehension. Words solving is fundamental to fluent, phrased reading.
Responding to reading in writing	<ul style="list-style-type: none"> <li>All</li> </ul>	Daily	Classroom Teachers and Academic Support Staff	Students written responses to what they have read provide evidence of their thinking. When we examine writing in response to reading, we can make hypotheses about how well readers have understood a text. Through writing and drawing readers can express and expand their thinking about texts to a variety of audiences for a variety of purposes.

# 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>
DRA	All students will be assessed in September and October. Students below grade level will be assessed in January as well.	Classroom teachers	DRA will help us determine student's mastery level and help us select materials for instruction and independent reading.
Child Observation Record	All Pre Kindergarten students in Fall, Winter, and Spring.	Classroom teachers	Pre K teachers will be able to provide early intervention to students' literacy development to ensure Kindergarten readiness.
Anecdotal notes during guided reading	All students	Classroom Teachers	Using the Data Team process, teachers will be able to assess every child's strengths and develop instructional strategies to accelerate reading achievement.

**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>	
Guided Reading	All teachers and instructional assistants	Waiver Day and lesson study throughout the school year connected to learning walks. Mr. Chhay to provide PD on strategies to support ELL students.	Book and lesson study to define guided reading as a building. Professional development to support ELL students. Collaborative planning with grade level colleagues to integrate reading across the curriculum is essential. Cross grade level teams to map guided reading across content areas.
Word study	All teachers and instructional assistants	4 PLC meetings	Modeled instruction, book study, and collaborative planning with grade level colleagues.
Administering and analyzing DRA/COR	All teachers and instructional assistants	Ongoing collaboration during collaboration time and data team meetings. PreK teachers to use Friday collaboration time to analyze Fall, Winter, and Spring data.	Training for new staff in September. First Analysis by October. Pre K teachers to do overall planning and training in October.

**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>
Report DRA results to parents	<ul style="list-style-type: none"> <li>All students reading below grade level</li> </ul>	November (parent-guardian/ teacher conference, January ( mid year update) and May after last assessment	Classroom Teachers	Teachers to send out progress report to families regarding child's progress in reading with tips to support student at home. This form will be created in October by Reading PLC.
20 minutes of reading homework	<ul style="list-style-type: none"> <li>All</li> </ul>	Daily	Families	Reading log for families to sign.
Annual Review Parent Survey	<ul style="list-style-type: none"> <li>All</li> </ul>	January	Reading PLC	What is the impact of sharing information and strategies with parents?
Literacy family night	<ul style="list-style-type: none"> <li>All students reading below grade level and PreK students</li> </ul>	1 time in the year	FEAT- Tonie Talbert o PreK team	Engage families in supporting their students in reading and writing

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Writing

**Lead Responsibility:** Steven Miller and Anne Davies, Writing Teacher Leaders

**S.M.A.R.T. Goal:** 80% of students grades K-8 will score a three or a four on each of the six traits writing assessment by June 2013.

In 2009, increase the passage rate of 4<sup>th</sup> grade students by 10% as measured by the Writing portion of the WASL  
 4th grade: 2008 Actual= 56% 2009 Target=66%

#### 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>
Intentional teaching of writing using 6 trait writing rubric for narrative and expository.	<ul style="list-style-type: none"> <li>All</li> </ul>	Daily Writer's Workshop Instructional time	Classroom teachers, Powerful Writers	Data shows that across grades, students need to publish more with specific attention to addressing the teaching of conventions.

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

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Strategy	Target Students	Timing	Lead	Description
Communication of WASL writing prompts and scoring	<ul style="list-style-type: none"> <li>All</li> </ul>	4-6 week launch cycle	Classroom teachers, Powerful Writers	Explicit teaching of how to respond to a prompt. Explicit teaching of 6 traits to students.
Create culturally responsive CBA aligned writing response: expository and narrative	<ul style="list-style-type: none"> <li>Level 1 and 2 students</li> </ul>	Monthly writing PLC time	Tom Dusenbery to provide PD in 6 trait scoring With the help of Powerful Writers, writing PLC	Create Culturally Responsive Curriculum Based Assessment across grade levels.

# 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
On demand writing prompt using DWA to score	October, January, May – All students	Classroom Teachers and Writing PLC	Use data team process to determine traits to focus on for each launch cycle.
Powerful Writers Fall Assessment	November – All students	Classroom teachers administer and Powerful Writers score	Pre test in November and Post test results in Spring and 4 <sup>th</sup> grade WASL.
Child Observation Record	All Pre Kindergarten students in Fall, Winter, and Spring.	Classroom teachers	Pre K teachers will be able to provide early intervention to students’ literacy development to ensure Kindergarten readiness.

**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>	
Identify power standards	All teachers	October and November- Powerful Writers to provide PD	With PW coaches, identify Power Standards at each grade level to support mapping and curriculum alignment.
Curriculum Alignment	All teachers Powerful Writers to lead,	November and December PLC meetings	Aligning curriculum at each grade level to standards is necessary to help us see strengths and gaps.
Vertical and horizontal mapping	All teachers, Powerful Writers to lead	November and December PLC meetings	Aligning curriculum at each grade level to standards is necessary to help us see strengths and gaps.

**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>
Literacy family night	<ul style="list-style-type: none"> <li>All students reading below grade level</li> <li>PreK students</li> </ul>	1 time in the year	FEAT- Tonie Talbert <ul style="list-style-type: none"> <li>PreK team</li> </ul>	Engage families in supporting their students in reading and writing
Parent-guardian Teacher conference	<ul style="list-style-type: none"> <li>Families below grade level in reading and writing</li> </ul>	November (parent-guardian/ teacher conference, January ( mid year update) and May after last assessment	Classroom Teachers and writing PLC	Teachers to send out progress report to families regarding child's progress in writing with tips to support student at home. This form will be created in October.
Open Mike Night at Starbucks	<ul style="list-style-type: none"> <li>All</li> </ul>	Ongoing- starts in January	Classroom teachers	Authentic Sharing of writing makes it relevant and meaningful.
Annual Review Parent Survey	<ul style="list-style-type: none"> <li>All</li> </ul>	January	Writing Committee	What is the impact of sharing information and strategies with parents?

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Math

**Lead Responsibility:**

Jeffrey Riley, Math Coach and Tom Dusenbery, BLT Representative

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

80% of students at each grade level will meet standard on the district math assessment by June 2013.

Increase the passage rate of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students by 5% as measure by the Math portion of the WASL

3<sup>rd</sup> grade: 2008 Actual= 71% 2009 Target= 76%

4<sup>th</sup> grade: 2008 Actual= 67% 2009 Target= 72%

5<sup>th</sup> grade: 2008 Actual =73% 2009 Target= 78%

**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>
Afterschool Math program	<ul style="list-style-type: none"> <li>Students working below standard based on district math assessment, practice WASL and EDM assessments</li> </ul>	Ongoing	After school coordinator and academic support teachers	Extended day learning is necessary to accelerate student learning. 6 <sup>th</sup> graders will be tracked by the middle school support grant guidelines. School will create a math culture with the help of Explorations in Math.

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

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Strategy	Target Students	Timing	Lead	Description
Building wide problem solving protocol	<ul style="list-style-type: none"> <li>• All</li> </ul>	Ongoing	Classroom teachers and math PLC	Increasing intentional teaching of these strategies will help students increase their mathematical understanding and application.
Create an electronic resource with supplementary math materials that are organized by EDM unit. Emphasize problem solving and communicating understanding using open-ended items	<ul style="list-style-type: none"> <li>• All</li> </ul>	Ongoing	Academic support teachers and math coach	Sharing information and interventions is key in increasing math fluency and accelerating achievement in math.

# 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>
District Edusoft Assessment	Baseline, Mid Year and End of Year – all students K - 8	Classroom Teachers and academic support staff	Measure growth and identify instructional focus.
New School WASL – like assessment	Baseline, Mid Year and End of Year – all students 3 - 8	Classroom teachers and academic support staff	Predict performance on WASL and select students to participate in after school program. Monitor growth.
DIAL/COR	PreK Students	PreK Teachers	Measure growth and identify instructional focus.

### 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>	
District training	All EDM teachers	4 times this year	District Sponsored
Collaborative Inquiry	All EDM teachers	3 Collaboration days	Data team time

## 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>
Annual Review Parent Survey	<ul style="list-style-type: none"> <li>• All</li> </ul>	January	Math PLC	What is the impact of sharing information and strategies with parents?
Math Family Night in partnership with EIM	<ul style="list-style-type: none"> <li>• Students below grade level</li> </ul>	1 time in the year	FEAT- Tonie Talbert and EIM	Engage families in supporting their students in math.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #4: Loving community

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**Lead Responsibility:** Rachel Carrasco, Wellness Team Leader

**S.M.A.R.T. Goal:** 100% of students will score a 3 or 4 in all areas of the New School Wellness Rubric (social, emotional, and academic) by 2013.

80% student will score at least a three in each area of The New School Wellness Rubric by June 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>
Class Meetings	<ul style="list-style-type: none"> <li>All students</li> </ul>	10-20 minutes weekly, entire school year	Classroom teachers	Problem solving, community building, improves decision making process, teaches empathy, teaches cultural communication styles, language experience, and listening skills.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Second Step	<ul style="list-style-type: none"> <li>All students</li> </ul>	Weekly	Classroom teachers, counselor-support	Empathy, problem solving, managing emotions, emotional awareness, building community, safety, pro-social behaviors, social and personal well-being skills.
Wellness Protocols	<ul style="list-style-type: none"> <li>All students</li> </ul>	Weekly	Wellness Team	Monitoring of social, emotional and academic needs, identification of students in need of intervention, strategizing and monitoring of interventions with grade level team and wellness representative,
Character Education Program	<ul style="list-style-type: none"> <li>All students</li> </ul>	Introduced monthly and integrated daily to weekly	Loving Community Committee	Monthly school-wide themes based on values, a variety of activities across content areas, whole school assemblies
Comprehensive School Counseling Program	<ul style="list-style-type: none"> <li>Students who are referred by teachers and staff.</li> </ul>	Daily	School Counselor	Small group counseling on special topics (6 week sessions), communication with families regarding strategies to try at home, communication with teachers regarding strategies to implement in the classroom.

**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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#### 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>
Wellness Protocols	All students, bi-weekly	Wellness Team	Monitoring of students social, emotional, and academic status, development of interventions, progress monitoring of interventions.
Student Climate Survey	yearly	Administration	Inform goals for the following year in the areas of students' social and emotional well-being.
Classroom Observations	daily	Classroom Teachers	Guides class meeting topics and agenda, provides information to be recorded and shared with wellness representatives, academic support personnel.

**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>	
Class Meeting Workshop	Classroom teachers	Fall 2008	Sharing of ideas, collaboration, effective management of meetings, follow-through
Wellness Protocol Training	All staff	August 2008, and on-going development (4X per year)	Use of the protocols, understanding of the indicators and steps in the process, management of the program, accountability
Second Step and Bullying Intervention Training	All staff	Fall 2009	Effective teaching of the program, strategies that address bullying and bystander behaviors.

**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>
Parent Alliance Group	<ul style="list-style-type: none"> <li>All</li> </ul>	Monthly meetings	PAG Chairs	Monthly meetings with grant-supported dinners and childcare, multi-cultural events, support after school clubs, parent education, support school supply budget
Communication	Students who do not score a 3 or 4 on Wellness Protocol.	On-going	All staff	Calls home, home-visits, narratives, conferences, family nights, open-door policy
High School/College Aged Volunteers	<ul style="list-style-type: none"> <li>All students</li> </ul>	Fall 2009	Administration and Family Support Worker	Assist classroom teacher where needed, provides role modeling
Annual Review Family Survey	<ul style="list-style-type: none"> <li>All</li> </ul>	January	Loving Community committee	What is the impact of sharing information and strategies with parents?

**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.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<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>
Building a cohesive PreK-8 program	Our learning and teaching community aspires to balance academic excellence with social and emotional well-being in order to achieve lifelong learners who practice mindfulness, social justice, and scholarly behavior.	<ol style="list-style-type: none"> <li>1. We will continue to explore program delivery models that honor the whole child with a strong academic focus.</li> <li>2. School visitations.</li> <li>3. Committee to grow the middle school portion and continue to keep the school cohesive.</li> </ol>
School wide discipline	Employ equitable classroom and school wide strategies to support students' academic achievement	Implement a consistent building-wide student discipline plan guided by the work of the Loving Community PLC. Continue to build strong relationships with families through home visits.
Participate closely in the building of the South Shore building	Work with BEX and facilities to stay abreast of building construction to support learning community.	<ol style="list-style-type: none"> <li>1. Work with project managers on both SPS and construction side.</li> <li>2. Work with facilities regarding a timeline for learning support.</li> <li>3. Prepare staff for the move so that it does not disrupt the learning environment.</li> </ol>
Strengthening Staff Wellness	Continue to work on norms of collegiality, communication, and polarity work. We currently consult with Washington Courage and Renewal.	As we continue to grow rapidly, it is paramount that we support one another openly, honestly, and compassionately.
Build sustainable systems for distributed leadership	Create functioning PLCs and a feedback/accountability loop.	BLT will provide leadership in this area.

# 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	<ul style="list-style-type: none"> <li>○ EIM</li> <li>○ Extended day math program</li> </ul>	\$1500 \$5000	Yes Yes	<ul style="list-style-type: none"> <li>○ Baseline</li> <li>○ Middle School Support Grant</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>○ Powerful Readers: K-2</li> </ul>	\$21,600	Yes	New School Foundation	
Writing	<ul style="list-style-type: none"> <li>○ Powerful Writers</li> </ul>	\$3000	Yes	New School Foundation	
Loving Community	<ul style="list-style-type: none"> <li>○ Counselor</li> <li>○ Assistant Principal</li> <li>○ Nurse</li> </ul>	.5FTE 1.0FTE .4FTE	Yes Yes Yes	<ul style="list-style-type: none"> <li>○ New School Foundation</li> </ul>	
Pre Kindergarten	<ul style="list-style-type: none"> <li>○ Kindergarten and school readiness- Instructional Assistants in PreK and K classrooms (6 total)</li> </ul>	3 FTE- Certificated and 3 FTE Classified	Yes	<ul style="list-style-type: none"> <li>○ New School Foundation and Step Ahead Grant</li> </ul>	
	Professional Learning Community collaboration time <ul style="list-style-type: none"> <li>○ Sub time/Extra time to collaborate with grade level teams</li> </ul>	\$20,000	Yes	New School Foundation New School	

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

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Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
	<ul style="list-style-type: none"> <li>○ PD to articulate learning and teaching</li> </ul>	\$20,000	Yes	Foundation	
	Academic Support Acceleration Staff <ul style="list-style-type: none"> <li>○ Instructional Assistants to accelerate achievement in reading</li> <li>○ Certificated Teachers to accelerate achievement in math</li> <li>○ Certificated Teacher to accelerate achievement in reading and writing</li> </ul>	2.0FTE  2.4FTE  1.0FTE	Yes  Yes  Yes	<ul style="list-style-type: none"> <li>○ New School Foundation</li> <li>○ Baseline and New School Foundation</li> <li>○ Title I</li> </ul>	

## 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
The New School Foundation	Professional development, staff, materials, wellness program, Pre K program, instructional support and enrichment	Yearly and ongoing	1,575,000	New School Foundation	Until 2012
Powerful Writers and Powerful Readers	K-2 reading intervention and writers workshop consultation	ongoing	Pay for our writing assessments to be scored by Northwest Regional labs 1 time per year	Powerful Schools	Yearly renewal
Step Ahead Grant	PreK program: Professional development, staff, materials, instructional support and enrichment	ongoing	146,000	City of Seattle	Until 2015
Explorations in Math	Provide after school math enrichment	ongoing	none	New School Foundation	Yearly renewal
UW Pipeline	Provided tutors	ongoing	none	University of Washington	Yearly renewal