

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

North Beach

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Revision History

Revision Number	Date	Comments
1	11/7/20	Edits by the Office of School Improvement
2	12/8/2008	C-SIP Peer Reviews
3	1/8/2009	Edits by the Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

North Beach strives to nurture and empower all students to reach their full potential as a learner and a citizen. It is the belief of the staff and community that providing rigorous academics in math, reading and writing will achieve the academic potential. North Beach integrates all kinds of learners in the classroom including advanced learners, traditional learners identified with learning disabilities and students on the autism spectrum.

To encourage citizenship and real life learning North Beach staff and community support a counselor this year that works on proactive relationships, we have been featured on programs for our virtue program and this year begin Monday Morning Meetings to support and implement school wide positive discipline program and our anti-bullying curriculums.

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	As shown by our 2008 WASL data, Expository Writing needs improvement.	We will have three school- wide writing prompts this year using a previous WASL prompt.
2	WASL scores in fourth grade math in the area of	Math Leaders plan and implement math strategies. Staff implementing MAP assessments 3x a year. Staff attend Everyday math trainings as needed.
3	WASL scores do not give enough data to measure growth of the same set of students from Fall to Spring.	Participation in pilot program of MAP. Measures of Academic Progress
4	Many veteran and new staff have not been exposed to District Adopted Balanced Literacy Training.	Provide opportunities for staff to attend and/or teach the Balanced Literacy components at staff meetings.

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

SECTION 1: OVERVIEW

5	Staff surveys show a decrease in decision making as a team. Climate building will focus on decision making as a team and getting to know our working styles.	Monday Morning Meetings, True Color Training, Virtues implemented each month.
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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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Math	North Beach for many years has used Saxon Math successfully. As the need for transitioning from Saxon to Everyday continues, North Beach staff will pilot Measures of Academic Progress (MAP).	
Literacy	North Beach staff will attend and/or receive training in the Balanced Literacy Components which is part of the Seattle School District Expectations.	
Writing	Expository Writing needs improvement. Writers Workshop is one component of Balanced Literacy .	Students in grades 3-5 will increase scores on writing prompts from October by 1 level in 2 out of the 4 categories as measured by the six traits of writing by the scoring of the second prompt in January.
Climate	An empowered staff and safe school encourages and supports learning.	All students at North Beach will engage in the study of virtues each month and participate in Monday Morning Meetings each week and referrals to the office for discipline will decrease by 5% in 08-09 as measured by Principal data and Seattle School District discipline data. Decisions by staff will be through the BLT and our decision matrix 100% of the time excluding Principal decisions that must be made by the Principal.
Increase dads volunteering at School	Research shows that having dads participate at school increases self esteem and academics of students.	PTA member and Principal will introduce the program WatchDog Dads and have 50 to 75% of dads participate in the program by June 17 th .

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

SECTION 1: OVERVIEW

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

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

North Beach supports our Districts strategic plan by holding ourselves accountable for third graders in the next five years meeting or exceeding 88% on the WASL in reading. We are adopting common instructional materials in math; (Everday Math and Singapore) and we will expand our knowledge of Readers/Writers Workshop.

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?

MAP pilot school; Saxon Math; Virtues

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> Building Leadership Team (BLT) includes seven Teacher representatives from different grade level and subject areas, four Classified (the School Registrar, three Special Education Assistants), the Principal, two Students (ASB representatives), two Parents, and a Community member. The Instructional Council as well as the 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 Directors (IDs).
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> C-SIP goals/strategies/activities include input from BLT; two parents serve on BLT. C-SIP major focus areas were presented at Curriculum night (September 11, 2008) as well as the Fall PTSA meeting (September 30, 2008) and PTSA Board meeting (October 14, 2008).
	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.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: OVERVIEW

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

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

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility:

Schedule, Train and help implement MAP assessment tool/Math leaders implement and teach strategies

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

Percentages of grades 3-5 students scoring proficient in all math areas will increase by 3-5 % by January 31, 2009 as measured by MAP Administered in October 08. Students will continuously increase in all areas of math by 1-3% at each MAP measure in 09. Focus will be on number sense, algebraic sense and geometric sense.

100% of teachers at North Beach will implement MAP 3x a year.

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>
MAP assessment in math	<ul style="list-style-type: none"> All/ Grades 3-5 measured 	October -June	Teachers/.Principal	MAP will assess students in all grades K-5 in all areas of math. Students will be taking computerized assessments that fit their learning 3 times a year in reading and math on the computer.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teacher Training	<ul style="list-style-type: none"> All 	September to June	Teachers/Principal	Math Leaders will be working with teachers to implement best practice math strategies. Teachers will receive and/or attend Everyday Math Trainings.

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>
MAP	All/ three times a year	Teachers/ data collected on computer	It will be continuous data in all areas of math will tell us what is not being taught well and what is.

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>	
MAP training	Lead Teachers, librarian and Principal	September 08	Lead teachers receive training and bring back to staff and central office staff assist in delivery of training.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Math Leaders will present our math program and MAP pilot at first PTA general meeting.	<ul style="list-style-type: none"> • ALL 	Sept. 30,2008	Math Leaders Principal	Math Leaders have been given time at our general PTA meeting to go over our SAXON math program and explain the MAP pilot. Leaders have an agenda to follow and will do Qand A.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Literacy

Lead Responsibility: Attain training for staff and monitor progress of readers in third grades.

S.M.A.R.T. Goal: Students will increase skills in the area of informational comprehension in grades 3-5 by 5% points by 2009 WASL and as measured by the MAP pilot.

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>
Attend or bring in Writers Workshop	• K-2	Oct. 7 and trainings in district in Oct and Nov.	Principal	Kristen Barnes doing a lab for k-1 interested teachers and all teachers encouraged to attend Writers Workshop at Central Office.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Balanced Literacy Trainings	K-5	Professional Development calendar reflects time to have presenters in to teach an area of balanced literacy to staff that they decide upon.	Principal/Staff	Staff will attend an initial 2 hour workshop on October 10. From here we will decide which area will meet the need of increasing our informational comprehension strategies and work on that part of the Balanced Literacy. If we have time and are able we will pick a second area and focus on that once we have mastered the first skill.

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>
WASL/MAP	ALL	Principal/Staff	WASL scores have dictated our focus in information comprehension and MAP assessments will give us informative data to plan our teaching strategies.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Presenters coming in and professional developments offered	Principal and Staff	Oct. 10 th and throughout the year during staff meetings and early release days.	Kristen Barnes and Dan Coles doing informal workshops with primary and/or all staff in scoring writing and writers workshop and balanced literacy.

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>
BLT shares out with staff and parent member of BLT shares with PTA	<ul style="list-style-type: none"> • All 	BLT,PTA General meetings and board meetings. C-SIP plan available on line.	Principal/BLT	C-SIP plan will be shared on line and at PTA board meeting and general meeting. BLT parent rep will help share the communication with other families.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility: Provide Training in six traits scoring and find WASL prompts and provide time to score and analyze data

S.M.A.R.T. Goal: Students in grades 3-5 will increase scores on writing prompts from October by 1 level in 2 out of the 4 categories as measured by the six traits of writing by the scoring of the second prompt in January.

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>
Expository Writing	<ul style="list-style-type: none"> All students/ Grades 3-5 will be measured 	October/January/ March	Teachers/Prinicipal	Each trimester an expository prompt will be chosen from previous WASL's. Teachers in all grades will administer prompt and have students accomplish the prompt appropriate at their grade level. Teachers will score prompts in house according to six writing trait scale.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Writers Workshop	<ul style="list-style-type: none"> • K-1 	October-June	K-1 teachers and Principal	Teachers will participate in an action lab with Kristen Barnes and then carry out what they have learned in the classroom. If possible, teachers will participate in the writers workshop classes at the district level.

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>
Six trait writing assessment and WASL	All/ 3-5 used in data keeping	Teachers and Principal	Students expository writing should show improvement both on the 3 prompts at the school level and grade 4 Writing WASL.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Staff meetings directed to writing and writers workshop	All	October 29 th , Feb. 4 th , May 20 th	School wide writing prompt will be given and teachers will score during staff meetings, record and use data to improve teaching areas that show needs improvement from the writing.

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>
Writing will be shared at conferences and throughout the year	• ALL	November	Staff and Principal	Three times a year, staff will plan a writing prompt and will use the day to give the prompt. During staff meetings we will score the papers after a short presentation on how to score using the 6 trait writing.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4 Climate

Lead Responsibility:

To provide opportunities for students to engage in practicing solid citizenship.

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

All students at North Beach will engage in the study of virtues each month and participate in Monday Morning Meetings each week and referrals to the office for discipline will decrease by 5% in 08-09 as measured by Principal data and Seattle School District discipline data.

Decisions by staff will be through the BLT and our decision matrix 100% of the time excluding Principal decisions that must be made by the Principal.

PTA member and Principal will introduce the program WatchDog Dads and have 50 to 75% of dads participate in the program by June 17th.

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

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

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

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Climate Building	<ul style="list-style-type: none"> • All 	September	Staff, and Students	Students learn about a virtue each month during school-wide weekly meetings. Teachers will be reinforcing the virtues and providing opportunities for students to participate and validate virtues in the classroom and school.
Participate in True Colors Training	<ul style="list-style-type: none"> • ALL staff 	August	Principal	Staff will attend a initial training on True Colors to learn each others personality types and then learn how to work with each other as different kinds of learners.
Watchdog dads	<ul style="list-style-type: none"> • All male participants 	Sept.-June	PTA dad/Principal	Dads and kids will attend an initial training and kick off and then sign up for one day of volunteering at the school. A program is followed set up by the program.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Principals Discipline data and districts discipline data.	Students sent to SIT and referrals to office.	Principal and BLT	We expect that a school wide program will decrease referrals to the office and that there would be fewer suspensions.
Staff concensus and decision making skills will be more cohesive	Staff	Staff and Principal	Staff survey will show at least 5 improvement points from 08 data.

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>	

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Share data with families using the C-SIP plan on-line. Introduce at PTA general meeting.	<ul style="list-style-type: none"> • All 	Sept. 30, 2008	Principal	C-Sip plan will be on line

Note: Please delete or add rows as necessary

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	MAP pilot training	None	Y		
Literacy	Kristen Barnes and Dan Coles Possible NY trip (not cemented)	None	Y		
Writing		None	Y		
Climate	True Colors Training	250.00	Y	PTA	No

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
PTA and AGC	Academic Giving Campaign funds all our arts and journalism.	Sept.-June	AGC	AGC	10 plus years

Note: Please delete or add rows as necessary