

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Olympic Hills

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Revision History

Revision Number	Date	Comments
1	10/30/08	Edits by Office of School Improvement
2	11/24/08	Edits by Office of School Improvement
3	12/5/08	Edits by Office of School Improvement
4	12/9/08	C-SIP Peer Reviews

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.

Mission: At Olympic Hills, our staff and families work together to promote academic achievement, and teach, inspire and motivate children. We guide all students to become literate, lifelong learners. Through a spirit of cooperation, we lead children to be kind, helpful, safe and responsible. We prepare children to become contributing members of society with a strong sense of self-worth and creativity.

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	Low income students did not meet AYP in Reading in 2007/2008.	We have planned 7 in-house hours of professional development in Reading. Also, Data Team Structures are now scheduled twice each month so that teachers can review student work. We plan instruction and interventions based on results gleaned from Data Team reviews.
2	WASL Writing % passing in 4 th grade dropped from 57.1 in '07 to 50 in '08.	Olympic Hills is in our second year as a Writing Pilot school. This year, our intermediate grade teachers are now included. We are implementing a K-5 articulated curriculum in Writing, with training from New York Teachers’ College coach three times this year.
3	WASL Math % passing in 4 th grade made a large drop from '07 to '08, from 60.7 to 43.3.	We are implementing the Everyday Math curriculum for the first time this year. Four trainings in partnership with another school are planned, plus an additional three in-house trainings are planned. We have focused internal funding for .5 FTE of additional math support, and we are receiving an additional 6 days of district-funded math coaching support.

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
Reading	WASL Reading % passing has dropped in all three grade levels from 07 to 08: Third grade 53.2 to 42.9, Fourth grade 85.7 to 80, Fifth grade 77.4 to 62.5.	Increase WASL % passing Reading in 3 rd grade from 42.9% to 60%, 4 th grade from 80% to 85 %, and 5 th grade from 62.5% to 80% in 2009.
Writing	WASL Writing % passing in 4 th grade dropped from 57.1 in 07 to 50 in 08.	Increase WASL % passing Writing in 4 th grade from 50% to 60% in 2009.
Math	WASL 4 th grade made a large drop from 07 to 08, from 60.7 to 43.3.	Increase WASL % passing Math in 4 th grade from 43.3% to 60% in 2009.

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.

The District Strategic Plan states that 88% of third grade students will meet or exceed reading standards. Our goal is to move 3rd grade students to 60% passing WASL in Reading this next year, as we move toward the District goal.

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?

A school-wide emphasis on Direct Instruction cuts across all major focus and 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"> • 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 <<one teacher per grade level?>> and <<# classified staff member? Principal? Head Teacher?>> • <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.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT); <#> parents serve on BLT, at least one for whom English is not the primary language. • C-SIP presented @ <Open House? PTA Meeting? Other parent/community meeting?> and input included in C-SIP.
	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
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	<p>Central Office provides instructional / content coaches in academic areas of need.</p>
<p>How were parents notified of the school's Parent Policy?</p>	<p>In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.</p>
<p>What are the district's responsibilities in this process?</p>	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

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

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

SECTION 1: OVERVIEW

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 Reading (low-income students) . 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

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 28 and September 24, 2008) and in our Building Leadership Team (BLT) (September 8 and 15, 2008) that includes parents/community feedback, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on September 24, 2008.
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • 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 October 29, 2008, following school-wide assessments in September, 2008. • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics (June 2008, for the 2008-2009 school year). • 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.
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.
	Correction plan. Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • 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. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
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"> • We host tours for pre-schoolers and their families to meet our kindergarten team and tour the school on Thursdays 9:30-10:30 am January through February, 2009. • We hosted a welcoming activity for incoming Grade K-5 students to tour the school and meet our school's staff and students on September 2, 2008, 11:00 am-noon and 7:00-8:00pm. • We publish Middle School tour dates for our 5th grade families. • We send reminder notes home about middle school enrollment deadlines. • Our bilingual interpreters remind families about enrollment deadlines and offer assistance. • The principal meets with each 5th grade class to explain the enrollment process to 5th grade students. • We invite Middle School counselors to visit Olympic Hills and explain class choice information to students, after the enrollment process is completed.
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 on next page.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 1: OVERVIEW

Combining Funds in Schoolwide Programs 2008-09		
Olympic Hills		
Program	Amount Available	How the intents and purposes of the program will be met
Title I, Part A	132,657	Additional in class tutoring assistance to reinforce grade level GLEs, and follow-up support in Homework routines. Students are selected for extra academic support based on WASL and DRA scores, and homework support based on homework completion. Title I also funds .5 Kindergarten teacher, in order to make one of our K classes a FDK. Title I also increase support to bilingual students by 0.1 FTE, with a focus in writing. The support teacher assists the regular classroom teacher in providing targeted writing support to bilingual students who are below standards in writing.
Basic Education	1,124,774	All students receive instruction aligned to EALRs and GLEs.
Learning Assistance Program (State)	11,250	LAP provides funding for .25 FTE School Relations Assistant. She provides the follow-up homework support and home-school communication for students who do not complete homework.
All Day K Grant (State)	160,861	To enable full day kindergartens.
Total	1,429,542	

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

SECTION 1: OVERVIEW

State Bilingual	102,865	1.0 certificated ELL teacher, 1.5 bilingual Ias
Special Education	200,440	1.8 special education teachers, 1.0 special education IA
I-728	<u>47,697</u>	.17 additional classroom teacher to reduce class size
	351,002	
Total funding	1,780,544	

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: READING

Lead Responsibility:

Principal

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

Increase WASL % passing Reading in 3rd grade from 42.9% to 60%, 4th grade from 80% to 85 %, and 5th grade from 43.3% to 80% in 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>
Continue Guided Reading	<ul style="list-style-type: none"> • K-5 students 	90-minute reading blocks Daily	Certificated Teachers	Guided Reading using Direct Instruction, implementing Modeling, Guided Practice and Independent Practice. Students receive instruction in small groups using leveled book sets, focused at student performance levels.
Continue Team Read	<ul style="list-style-type: none"> • 2nd-3rd grade students who are below standards on DRA 	After school 1 hr Tuesdays and Thursdays	Librarian, one teacher, 20 high school tutors	Trained high school tutors provide additional focused reading time in this after school program.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue Project Excel	<ul style="list-style-type: none"> • 4th grade students who are below standards on DRA 	After school Tuesdays and Thursdays	Intermediate grade teachers	Teachers receive additional focused training and provide additional Reading lessons after school, focused on specific areas of need in reading comprehension, fluency and decoding.
Continue Homework follow up	<ul style="list-style-type: none"> • 2nd-5th grade student who repeatedly do not complete homework 	In class and during recess	School Relations Assistant	School Relations Assistant meets with students to discuss homework needs, and follows up with calls to families to develop reliable systems for homework completion at home.
Increase Data Team Implementation	<ul style="list-style-type: none"> • K-5 students 	Twice monthly, 1 hour each	Data Team Leaders	Data Teams meet twice monthly to review student work in Reading, Writing and Math. Teams articulate new learnings and identify next objectives in a report to Principal after each meeting.

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>
Development Reading Assessment	All students grades 1 st -5 th in Sept and May; students below grade level standards in January.	Classroom teachers administer and record result. Volunteer BLT members report results.	Sept DRAs identify students for extra interventions. January DRAs help teachers adjust instruction according to specific progress. May DRAs are used by school to measure overall performance of interventions.
Homework Logs	Students grades 2 nd -5 th	Students complete homework logs; Teachers record homework completion.	Teachers use homework completion data to determine which students to refer to School Relations Assistant for follow-up.
WASL	Grades 3 rd -5 th	Principal	All staff review WASL results to track grade-level progress.

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>	
Seven PD all-staff meetings are identified during the school year to focus on Reading	All teachers responsible for teaching reading, including ELL teachers	Seven one-hour PD sessions.	Teachers will review instructional methods in articulating Learning Targets, Modeling, Guided Practice and Independent Practice as they relate to Reading.
Data Team grade level meetings	All teachers responsible for teaching reading, including ELL teachers	12 Data Team meetings each year, 4 of which are focused on Reading.	Teachers will review student work related to specific Learning Targets, as identified by each grade level team. Student performance will be used to adjust instruction accordingly.

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>
Provide differentiated Homework	<ul style="list-style-type: none"> All K-5th grade families 	Weekly	Teachers, parents and students	Teachers will provide homework activities related to Reading. Parents/guardians provide place/time for homework. Students fill in homework log and return to school.
Reading at home 20 minutes 4 times each week	<ul style="list-style-type: none"> All K-5th grade families 	Weekly	Parents and Guardians	Students fill out homework log showing 20 minutes reading 4 times each week. Log is signed by Parent or Guardian.
Provide Student Learning Plans	<ul style="list-style-type: none"> Grades 3-5 	At parent/teacher conferences	Teachers	Communicate specific curriculum goals and expectations to parents/guardians.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: WRITING

Lead Responsibility:

Writing Co-Teacher

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

Increase WASL % passing Writing in 4th grade from 50% in 2008 to 60% in 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>
Increase Writers' Workshop to intermediate grades	<ul style="list-style-type: none"> • K-5 students 	60-minute Writing blocks daily	Certificated Teachers	Olympic Hills is a Pilot school in Writers' Workshop. We are now in our second year of training to implement the Lucy Calkins Units of Study curriculum, school-wide.
Follow articulated K-5 Writing curriculum calendar	<ul style="list-style-type: none"> • K-5 students 	Year-long, with monthly reviews	Writing Co-Teacher	Each month, a Unit of Study is identified for each grade level group. Teachers meet 2-4 times each month to plan the Student Learning Targets for lessons within each Unit of Study.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase Data Team implementation	<ul style="list-style-type: none"> • K-5 students 	Twice monthly	Data Team Leaders	Data Teams meet twice monthly to review student work in Reading, Writing and Math. Teams articulate new learnings and identify next objectives in a report to Principal after each meeting.
Host Monthly Writing celebrations	<ul style="list-style-type: none"> • K-5 students 	Once each month	Certificated Teachers	Students select and publish one final piece of writing each month. A “Celebration” is held to share and display the writing work.
Teaming with Writing Co-Teacher	<ul style="list-style-type: none"> • K-5 students 	Three days per week	Writing Co-Teacher	Title-funded .5 FTE certificated teacher to model Writing lessons and assist classroom teachers in planning targeted Writing lessons.

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>
WASL	Grade 4	Principal	All staff review WASL results to track grade-level progress.
On-demand writing with Writing Rubric	Grades 3, 4 and 5, three times yearly	Writing Co-Teacher	An in-house Writing Rubric has been developed, following the main concepts in the Calkins' Narrative Assessment of Student Writing, and adding Conventions. An on-demand Writing assessment is given and scored three times each year. Instruction and planning are adjusted.

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>	
Seven PD all-staff meetings are identified during the school year to focus on Writing.	All teachers responsible for teaching Writing, including ELL teachers	Seven one-hour PD sessions.	Teachers will review instructional methods in articulating Learning Targets, Modeling, and Conferencing.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Data Team grade level meetings.	All teachers responsible for teaching Writing, including ELL teachers.	12 Data Team meetings each year, 4 of which are focused on Writing.	Teachers will review student writing related to specific Learning Targets, as identified by each grade level team. Student performance will be used to adjust instruction accordingly.
District Writers Workshop classes	All classroom teachers	One week during the summer, three times at school site during the year, and twice at District site during the year.	Trainers from Teachers College in New York will come out to Seattle to provide training to Writing Pilot schools.

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>
Provide differentiated Homework	<ul style="list-style-type: none"> All K-5th grade families 	Weekly	Teachers, parents and students	Teachers will provide homework activities related to Writing. Parents/guardians provide place/time for homework. Students fill in homework log and return to school.
Host Writing Celebrations	<ul style="list-style-type: none"> All K-5th grade families 	Quarterly	Teachers and Parents	Parents and Guardians will be invited to 3 of our monthly Writing Celebrations. Students will share published pieces of writing with their families. Writer's Workshop goals explained.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: MATHEMATICS

Lead Responsibility:

Math Co-Teacher

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

Increase WASL % passing Math in 4th grade from 50% in 2008 to 60% in 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>
Implement Everyday Math (first year)	• K-5 students	75-minute daily Math blocks	Certificated Teachers	This is our first year for school-wide implementation of District Everyday Math curriculum.
Reduce class size for math instruction	• 4 th and 5 th grade students	75-minute daily Math blocks	Math Co-Teacher	.25 FTE Math Co-Teacher will teach a math group at 4 th /5 th grade level in order to reduce instructional math group size.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Teaming with Math Co-Teacher	<ul style="list-style-type: none"> • K-5 students 	5 periods weekly, as scheduled	Math Co-Teacher	.25 FTE Math Co-Teacher will assist classroom teachers in planning and implementing the Everyday Math Curriculum, and in completing district and in-house math assessments.
Follow School-wide Mathematics Problem Solving calendar, to augment Everyday Math curriculum	<ul style="list-style-type: none"> • K-5 students 	Monthly	Math Co-Teacher	Each month, a different Mathematics Problem Solving method is focused on as part of math instruction in all classrooms.

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>
District math assessments	1 st -5 th grade students, three times each year	Classroom Teachers	Teachers will meet in grade level teams to use the assessment data to plan and revise instruction targeted to student needs.
EDM End of Unit Assessments	2 nd -5 th grade students	Classroom Teachers	A limited "walk to math" plan is in place so that students are grouped according to performance levels in order to provide the levels of support and challenge each student needs.
WASL	3 rd -5 th grade students	Principal	All staff review WASL results to track grade-level progress.

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>	
Seven PD all-staff meetings are identified during the school year to focus on Math.	All teachers responsible for teaching Math.	Three one-hour in-house PD sessions, and four two-hour partner PD sessions with one other school.	Teachers will review instructional methods in articulating the lesson objectives, planning and implementing Everyday Math lessons.
Data Team grade level meetings.	All teachers responsible for teaching Math.	12 Data Team meetings each year, 4 of which are focused on Math.	Teachers will review District assessments and classroom work. Student performance will be used to adjust instruction accordingly.

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>
Homework	<ul style="list-style-type: none"> • All K-5th grade families 	Weekly	Teachers, parents and students	Teachers will provide homework activities related to Math. Parents/guardians provide place/time for homework. Students fill in homework log and return to school.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Math Game Night	<ul style="list-style-type: none"> • All K-5th grade families 	One evening, TBA	Math Co-Teacher	Parents/guardians will bring pot-luck dinner items, and play Everyday Math Games with their students. Families will become more aware of the learning objectives connected to the practice games.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: <Other Areas of Focus>

Lead Responsibility:

Instrumental Music Teacher

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

Increase participation in Instrumental Music to 90%.

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>
Provide free instruments to all students.	<ul style="list-style-type: none"> All 4th and 5th grade students 	September 2009	Music Teacher	With a high-poverty student population, most are not able to rent or purchase instruments. As an equity issue, we collect donations of instruments so that all 4 th /5 th grade students have access to the instrumental music program.
Provide repeated information to families about the benefits of student participation in music program.	<ul style="list-style-type: none"> All families of 4th/5th grade students. 	September 2009	Principal	Repeated information goes home via Newsletter and special notes, including notes to individual students who have not signed up by third week of school.

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>
Practice record	5 times weekly	Music Teacher	The individual student practice record demonstrates level of student involvement.

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>
Instrumental Music practice time	<ul style="list-style-type: none"> All 4th/5th grade families 	5 times weekly	Parent or guardian	Parent or guardian provide time and place for student to practice instrument for 20 minutes, 5 times per week
Performance	<ul style="list-style-type: none"> All 4th/5th grade families 	One evening in May 2009	Music Teacher	All families of Instrumental Music students attend the all-school music performance evening

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
Reading	Team Read after-school Reading tutoring for 2 nd and 3 rd grade students who are below standard on DRA	Actual cost is not reported to us	Yes	McCaw Foundation	
Reading	Project Excel after-school targeted instruction in Reading for 4 th grade students who did not pass WASL Reading in 3 rd grade	Actual cost is not reported to us	Not yet	District central funding, TBA	
Reading	Homework follow-up for students who are below grade-level standards with School Relations Assistant	\$10,777	Yes	LAP	
Reading, Writing and Math	Twice-monthly Data Team meetings to review student work in Reading, Writing and Math, and adjust instruction accordingly	TRI payments to certificated teachers	Yes	TRI in contract	
Writing	Writing Co-Teacher models Writing lessons, and helps classroom teachers plan Writing instruction	\$41,828	Yes	Baseline	
Writing	Training for teachers provided through the Writing Pilot project, from Columbia Teachers' College trainers	Actual cost is not reported to us	Yes	Writing Pilot project	
Math	Math Co-Teacher to reduce class size in 4 th /5 th grade math instructional groups, and assist classroom teachers plan Math instruction.	\$41,828	Yes	Baseline	
Reading, Writing and Math	Analysis of in-house and District assessments, in order to adjust instruction	\$2,000	Yes	BLT Stipend	

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
	Note: We do not receive funds from organizations or agencies that impact Reading, Writing or Mathematics.				
Lawyerpalooza	Business fundraiser for music instruments	Spring	\$6,000	Donations	4 years