

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Olympic View Elementary

Justin Baeder, Principal

September 2008



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Revision History

Revision Number	Date	Comments
1	9/30/2008	First draft submitted by Justin Baeder
2	10/30/2008	Edits by Office of School Improvement
3	12/4/2008	C-SIP Peer Reviews
4	1/8/2009	Edits by Office of School Improvement

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

SECTION 1: SCHOOL OVERVIEW

What is 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.

Olympic View is a community of joyful, active learners who are supported and challenged to reach their full intellectual, social, emotional and physical potential. As members of a learning community comprised of parents, students, staff and our greater community, we work together to foster a love of learning by building upon the natural curiosity of childhood, and encouraging exploration and discovery in order to develop healthy, responsible, contributing world citizens. At Olympic View, students, parents and staff experience success every day!

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	Current 5 th graders (2008-2009) scored lower on WASL than other classes.	Our C-SIP outlines supports and interventions, including tutoring and LAP support, in reading, writing, and math for students who are below standard. Support will be focused on cohorts with higher needs, including current 5 th graders. Tutors will be assigned to work with specific groups of students based on student achievement data.
2	Students receiving free or reduced lunch are currently scoring lower on WASL than their peers in all academic areas.	We have outlined an ambitious family engagement goal to increase the involvement of low-income families in their children’s education. We believe that a stronger home-school relationship will raise the achievement of students in poverty by providing parents with strategies to support their children’s progress. In addition, this will provide teachers with a deeper understanding of low-income students’ strengths and needs.
3	Boys consistently score lower than girls on 1 st & 2 nd grade DRA.	Tutoring (e.g. 1 st grade LAP and Sound Partners) will target students who are below standard in reading. Tutors will be trained in the Sound Partners phonics curriculum, and will work under the guidance of our literacy specialist. We believe this focused effort will significantly reduce the achievement gap between girls and boys in reading.
4	Parent engagement does not currently reflect the full diversity of our school community.	In order to reach out to more families in our diverse community, we have outlined an ambitious family engagement goal to increase the involvement of all families in their children’s education. An intensive effort will be made to seek input and involvement from families who are not currently members of the PTA. We hope to learn more about the barriers to family involvement so we can take steps to overcome them and provide families with strategies to support their children’s academic success.

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

SECTION 1: SCHOOL OVERVIEW

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Family Engagement	Family involvement is a major contributor to students' academic success.	Engage* 95% of Olympic View families during the 2008-2009 school year, and substantially increase opportunities for non-PTA families to communicate with school staff and PTA leadership. This will be a baseline data collection year. *Engagement will be defined as volunteering, joining PTA, attending a parent education event, completing a survey, or participating in a focus group to provide input for school decision-making.
Math	Mathematics is a key academic area with strong links to the Superintendent's Strategic Plan.	Increase the percentage of students meeting standard on the math WASL from 2008 to 2009 as follows: 3 rd Grade: 84% → 90% 4 th Grade: 50% → 90% 5 th Grade: 81% → 90%
Reading	Reading is a key academic area with strong links to the Superintendent's Academic Milestones (3 rd graders reading on grade level).	Increase the percentage of 1 st & 2 nd grade students meeting standard on DRA from 83% (Spring 2008) to 93% (Spring 2009), and increase the percentage of students meeting standard on reading WASL from 2008 to 2009 as follows: 3 rd Grade: 83% → 95% 4 th Grade: 79% → 95% 5 th Grade: 90% → 95% with no students achieving lower than Level 2.

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

SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Writing	Writing is a key academic area, and WASL data indicate a need for increased focus on writing.	Increase the percentage of students meeting standard on the writing WASL from 59% in 2008 to 90% in 2009, with no students at Level 1, no more than 6 students at Level 2, and at least 25% of students at Level 4.
Citizenship	School climate is a major contributor to students' academic success.	Decrease teasing and bullying behavior at Olympic View by 10% from 2008 to 2009, as measured by the Student Climate Survey: "I have been bullied in school but I have not told anyone" and "I have been bullied in school and I have told someone about it" 43% yes (2008) → 33% yes (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.

Our plan explicitly addresses family engagement as a major focus area, just as stakeholder engagement was a key feature of the creation of the Strategic Plan. It also addresses math, reading, and writing, which are key academic content areas addressed in the Strategic Plan.

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

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

Disproportionality is now addressed in the context of each major focus area, rather than as a separate focus area.

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

SECTION 1: SCHOOL 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: SCHOOL 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:	Certificated staff reviewed new WASL data in August and identified patterns in student achievement, noting areas of growth and need. Our principal then created a draft of the C-SIP plan and presented it to the BLT (composed of a teacher from each grade level, a SPED representative, a classified representative, and two parent/community representatives) for feedback <ul style="list-style-type: none"> • BLT members obtained input from their constituents and forwarded it to the principal. A second draft was then presented to the entire staff and parent representatives for further input, and the principal made final revisions before submitting the plan.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • Parent input was obtained primarily through PTA leadership, who participated in BLT decision-making and led a separate team in developing our family engagement goal, which was presented to the BLT and staff with the other parts of the plan. • The PTA board was informed of the upcoming C-SIP revision in August, provided input throughout the process, and participated actively in the development of the family engagement goal.
	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: SCHOOL OVERVIEW

School Improvement Review, *continued*

<i>Topic</i>	<i>Description</i>
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	NA
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: SCHOOL 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 (special education students) and in Math (special education students). So, we are not identified as a “School in Improvement.”

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: Family Engagement

Lead Responsibility:

PTA Board Co-Chairs

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

Engage* 95% of Olympic View families during the 2008-2009 school year, and substantially increase opportunities for non-PTA families to communicate with school staff and PTA leadership. This will be a baseline data collection year.

*Engagement will be defined as volunteering, joining PTA, attending a parent education event, completing a survey, or participating in a focus group to provide input for school decision-making.

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>
Gather input from all parents on how they feel connected to Olympic View	All	Once per school year	Volunteer Coordinator	We will conduct a survey of parents by the end of January 2009, and use the information we gather to develop new strategies to involve parents in their children's education and help them provide effective academic support at home.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Gather input from small focus groups of non-PTA families	Non-PTA families	Three or more times per year	Volunteer Coordinator	Our volunteer coordinator will convene small focus groups (on- or off-site) to discuss parents' perspectives on their involvement at OV. A specific effort will be made to hear from families that have not joined the PTA. We will use the information we gather to develop new strategies to involve parents in their children's education and help them provide effective academic support at home.
Provide relevant parent education seminars	All	Twice or more per year	PTA Board Co-Chairs	PTA general meetings will feature guest speakers on relevant parenting topics, such as Positive Discipline, which will provide parents with strategies to support their children's academic achievement.
Provide childcare for all parent events	Available to all, but primarily students receiving free or reduced lunch	Ongoing	Principal, Kids' Club	We have identified the lack of access to childcare as a major barrier to parent participation at school events, and will partner with our onsite provider to offer free childcare for all events.
Provide translation services for parent events as needed	Students whose parents are not fluent in English	Ongoing	Principal	We will obtain translation services for Curriculum Night, conferences, and other major parent events to facilitate the participation of non-English-speaking and deaf parents.

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>
Parent Survey	Survey will be sent to all students annually	PTA Co-Chairs	We will use the information we gather to develop new strategies to involve parents in their children’s education and help them provide effective academic support at home. We will also use the information we gather to set future PTA and school priorities.
PTA Membership Data	Collected annually	PTA Membership Chair	We will identify families who are not involved in PTA in order to solicit their input and involvement through focus groups and other means.
PTA General Meeting Attendance Data	Collected four times per year	PTA Membership Chair	We will identify families who are not involved in PTA in order to solicit their input and involvement through focus groups and other means.
Parent Focus Groups	Non-PTA families	Volunteer Coordinator	We will use the information from parent focus groups to determine ways to broaden family involvement at Olympic View. By focusing on non-PTA families, we will greatly increase the number of families whose voices are heard at Olympic View. We believe that parents are the primary experts on their children. In order to reach all students, we must hear from and work with all parents.

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>	
Techniques for listening to families as experts on their children	All certificated staff	1-hour session in early 2009	We will provide staff development on techniques for listening to families as experts on their children, in order to increase two-way communication in parent conferences and enable greater mutual support to ensure high levels of student achievement.
Ruby Payne Strategy Discussions	All certificated staff	Grade-level team meetings (monthly), and all-staff professional development sessions (3x/year)	Equity Committee will lead professional development sessions to help teachers use high-leverage strategies for working with students from poverty to build their academic skills.

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>
Promote active PTA board participation in school decision-making	PTA board members	Ongoing	Principal	PTA board will be actively involved in and informed of current school efforts to engage families, and will work with principal to set shared goals for family engagement.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Seek input from historically less-involved families	Non-PTA families	Three times per year, beginning in January 2009	Volunteer Coordinator	We will use the information from parent focus groups to determine ways to broaden family involvement at Olympic View. By focusing on non-PTA families, we will greatly increase the number of families whose voices are heard at Olympic View. We believe that parents are the primary experts on their children. In order to reach all students, we must hear from and work with all parents.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Mathematics

Lead Responsibility:

Principal

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

Increase the percentage of students meeting standard on the math WASL from 2008 to 2009 as follows:
 3rd Grade: 84% → 90%
 4th Grade: 50% → 90%*
 5th Grade: 81% → 90%
 *The 2008 4th grade cohort scored significantly lower than earlier cohorts. Over the previous three years, an average of 70% of 4th grade students met standard on the math WASL.

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 targeted in-school support and intervention	5 th graders who did not meet standard on 4 th grade math WASL	Oct 08 – June 09	LAP Coordinator	We will provide 1:1 and small-group tutors for students who did not meet standard on 4 th grade math WASL, in order to identify and address specific learning needs in math.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide extended learning time and additional instruction	4 th -5 th graders who did not meet standard on 3 rd -4 th grade math WASL	Jan 09 – Apr 09	Principal, EXCEL teachers	We will provide an extended learning opportunity (Project EXCEL, if available) for students who did not meet standard on previous year's math WASL. This will enable students to receive additional academic support without missing other instruction during the school day.
Provide early intervention for primary students who are below standard in mathematics	2 nd grade students who did not meet standard on 1 st grade year-end math assessment	Oct 08 – June 09	Tutoring Coordinator	In order to address basic skill deficiencies, we will provide 1:1 and small-group tutors (as funding allows) for students who did not meet standard on the 1 st grade year-end math assessment.
Provide additional practice to develop fluency in basic operations	Students who have not yet met grade-level fluency expectations	Ongoing	Classroom teachers	We will use the Singapore Math curriculum to provide additional practice and reinforcement for students who are below grade-level expectations for fluency in basic mathematical operations, e.g. addition, subtraction, and multiplication facts.

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>
Everyday Math Unit Assessments	Administered to all students at the end of each unit	Classroom teachers	This assessment will identify specific skill and knowledge areas in which students need further instruction, and enable us to identify students in need of more intensive academic support.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
EduSoft Math Assessments	Administered to all students in Fall, Winter, and Spring	Classroom teachers	This assessment will identify specific skill and knowledge areas in which students need further instruction, and enable us to identify students in need of more intensive academic support.
Ongoing Assessment	All students	Classroom teachers	By using Everyday Math RSA (Recognizing Student Achievement) assessments, teachers will monitor student comprehension during instruction and gather formative information about student performance to inform subsequent instruction.

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>	
Partner School Teacher Collaboratives	Classroom teachers	90 minutes, four times per year: September 17, October 22, January 28, and May 13	Staff will participate in professional development and collaboration sessions with Daniel Bagley staff, facilitated by math lead teachers.
Grade-Level Team Collaboration	Classroom teachers	Monthly	Teachers will score Everyday Math unit assessments together, and discuss implications for instruction and student learning.
Data Teams	Classroom teachers	Early dismissal dates	Teachers will work together in grade-level teams to analyze formative and summative assessment data and discuss implications for their practice.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Ruby Payne Strategy Discussions	All certificated staff	Grade-level team meetings (monthly), and all-staff professional development sessions (3x/year)	The Equity Committee will lead professional development sessions to help teachers develop and use high-leverage strategies for working with students from poverty to build their academic skills.

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>
Family Math Night	Open to all, but focused on 4 th and 5 th grade families	2 nd Trimester, 2008-2009 school year	Principal, math coach (consulting)	We will provide parent education on 4 th -5 th grade math curriculum, to enable parents to more effectively support their children's achievement in math.
Game Night	Open to all	3 rd Trimester	PTA	We will provide an opportunity for families to play math-oriented games together, in order to reinforce concepts taught in the Everyday Math curriculum and help families understand the pedagogical approach of Everyday Math.
HomeLinks	5 th graders who did not meet standard on 4 th grade math WASL	Ongoing, weekly	Classroom teachers	Teachers will provide and verify the completion of HomeLinks assignments from the Everyday Math curriculum, to ensure that students have opportunities for independent practice.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Reading

Lead Responsibility: Principal, Reading Specialist

S.M.A.R.T. Goal: Increase the percentage of 1st & 2nd grade students meeting standard on DRA from 83% (Spring 2008) to 93% (Spring 2009), and increase the percentage of students meeting standard on reading WASL from 2008 to 2009 as follows:
 3rd Grade: 83% → 95%
 4th Grade: 79% → 95%
 5th Grade: 90% → 95%
 with no students achieving lower than Level 2.

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>
90-minute literacy block	All	Ongoing	Principal	We will preserve a master schedule that provides a 90-minute literacy block for all students, in order to ensure adequate time for in-depth literacy instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Targeted support	1 st -3 rd grade students who did not meet standard on DRA in Spring 2008	Ongoing	LAP Coordinator/ Reading Specialist	Our reading specialist will provide small-group push-in support for K-2 classes, and we will assign 1:1 tutors (as available) to assist students who are struggling to develop early reading skills.
Extended learning	4 th -5 th grade students who did not meet standard on reading WASL in 2008	Oct 08 – Apr 09	Principal Project EXCEL teachers	We will provide an extended learning opportunity (Project EXCEL) for students who did not meet standard on the previous year's reading WASL. This will enable students to receive additional academic support without missing other instruction during the school day.

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>
DRA (Direct Reading Assessment)	All students will be assessed in Spring and Fall each year	Classroom teachers & reading specialist	This assessment will be used to identify gains/losses since previous test administration, and to identify students for targeted support.
Classroom Observations	All students – ongoing	Classroom teachers	Teachers will use their classroom observations, routine assessments, and anecdotal notes to identify students for tutoring small-group support.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Kindergarten Assessment	All Kindergarten students will be assessed each Fall	Kindergarten teachers	Teachers will use the Kindergarten Assessment to identify students who will need additional support to develop basic school readiness skills and knowledge.

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>	
Team Meetings	Grade-level teams of teachers	2-3 times per month, 1 hour per session	Teachers will share strategies for literacy instruction, working under the Professional Learning Communities model.
Guided Reading trainings	Classroom teachers	2-3 times per year on early dismissal or waiver days	Teachers will use district-provided and other professional resources to lead peers in staff development around guided reading.
Ruby Payne Strategy Discussions	All certificated staff	Grade-level team meetings (monthly), and all-staff professional development sessions (3x/year)	Equity Committee will lead professional development sessions to help teachers develop and use high-leverage strategies for working with students from poverty to build their academic skills.

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>
Create systems for family involvement in reading	K-2	Ongoing – weekly	K-2 teachers; reading specialist	Send books home in manila envelopes for family to read with student; family member writes notes on envelope, which serves as reading log.
Family reading night or session at PTA general meeting	All	Once yearly, 30-60 minutes	Reading specialist	Staff, parents, or guest presenters will share strategies with families to help them support students in reading.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Writing

Lead Responsibility:

Principal

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

Increase the percentage of students meeting standard on the writing WASL from 59% in 2008 to 90% in 2009, with no students at Level 1, no more than 6 students at Level 2, and at least 25% of students at Level 4.

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 staff exposure to high-leverage instructional practices in writing	Students in classrooms implementing Writing Workshop	2008-2009 school year	Writing Workshop teachers	Teachers who voluntarily adopted Columbia University TC Writing Workshop will model lessons for other staff, building toward school-wide implementation in 2009-2010
Examine student writing using rubrics in professional learning communities	All	Three times per year (Fall, Winter, Spring)	Classroom teachers	Teachers will collaboratively score and discuss assessments such as the DWA and other prompt-based writing assignments. Teachers will identify potential areas of focus for lesson study in grade-level teams.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide intensive, targeted interventions to strengthen students' writing skills	4 th grade students below standard on fall DWA	Oct 08 – Apr 09	LAP coordinator, Tutors	We will provide push-in instructional support and/or pull-out tutoring for students who are below standard on the Fall DWA.

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>
Direct Writing Assessment	All students, Spring of each year	Classroom teachers	Teachers will identify specific writing skills to emphasize during instruction, and specific students in need of additional support in writing
School-wide writing prompts	All students, three times per year	Classroom teachers	Teachers will identify specific writing skills to emphasize during instruction, and identify potential areas of focus for lesson study in grade-level teams.

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>	
Writing Workshop	Classroom teachers	Summer 2009 multi-day training with ongoing follow-up training and support	We will move to full implementation of Columbia Teachers College Writing Workshop staff-wide.

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

SECTION 2: MAJOR FOCUS AREAS

Data Teams	Classroom teachers	Early release days, 2008-2009	We will explore the Professional Learning Community approach to data collection, analysis, and lesson study.
Ruby Payne Strategy Discussions	All certificated staff	Grade-level team meetings (monthly), and all-staff professional development sessions (3x/year)	Equity Committee will lead professional development sessions to help teachers develop and use high-leverage strategies for working with students from poverty to build their academic skills.

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>
Publish student work	All	Late Spring of each year	Young Authors' Day Committee	We will celebrate student work in the area of writing by publishing and sharing student-created books at Young Authors' Day event each Spring.
Share criteria for quality work with students and families	All	Ongoing	Classroom teachers, working in grade-level teams	We will create writing rubrics and share them with families, to develop a common understanding of expectations for student writing.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Citizenship

Lead Responsibility:

Principal & Counselor

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

Decrease teasing and bullying behavior at Olympic View by 10% from 2008 to 2009, as measured by the Student Climate Survey:
 "I have been bullied in school but I have not told anyone" and "I have been bullied in school and I have told someone about it" 43% yes (2008) → 33% yes (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>
Hold class meetings to solve problems	All	Weekly	Teachers, Counselor	With support from the counselor, teachers will conduct regular class meetings to teach problem-solving skills and address issues in a proactive and positive manner, as described in <i>Positive Discipline in the Classroom</i> .
Hold school meetings to proactively address climate issues	All	Bi-weekly	Principal, Counselor	We will conduct regular all-school meetings to proactively address bullying behavior and other school climate issues, and to recognize exemplary citizenship.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue use of Positive Discipline framework	All	Ongoing	Principal, Teachers	We will conduct ongoing professional development around the Positive Discipline framework, to address classroom behavior issues in a positive manner. Office referrals will also be handled from a Positive Discipline perspective.
Provide counseling services	Students identified by teachers	Ongoing; groups to start Oct 08	Counselor	Counselor will work with small groups of students to address specific social skills, emotional health issues, and problem-solving needs.

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>
Student Climate Survey – District	Intermediate (3 rd -5 th) Annual	Principal, classroom teachers	We will use data from the student climate survey to identify areas to address via our school counseling program, school and class meetings, adjustments to school rules and procedures, and improvements in home-school communication.
Student Climate Survey – School	Primary (K-2 nd) Annual	Principal, classroom teachers	We will use data from the student climate survey to identify areas to address via our school counseling program, school and class meetings, adjustments to school rules and procedures, and improvements in home-school communication.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Discipline disproportionality report	Students referred to office for disciplinary issues	Principal	We will analyze office referral data to identify students in need of behavioral or counseling support, and identify disproportionalities in discipline.

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>	
Positive Discipline refresher	All staff	Once during 2008-2009 school year	Positive Discipline trainer will lead staff development session to review major tenets of Positive Discipline framework and facilitate discussion regarding class meetings and other implementation strategies.
Ruby Payne Strategy Discussions	All certificated staff	Grade-level team meetings (monthly), and all-staff professional development sessions (3x/year)	Equity Committee will lead professional development sessions to help teachers develop and use high-leverage strategies for working with students from poverty to build their academic skills.

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 parent education in social skill development	Voluntary	Once yearly	Counselor, Love & Logic Consultant	Love & Logic consultant will conduct parenting seminar at PTA general meeting, to provide strategies to help parents support their children's social skill development.
Hold public celebrations of positive citizenship behaviors	All	Annually	Principal	Parents will be invited to attend school meetings to see their children recognized for outstanding citizenship.

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>
Special Education	80% or more of WAAS portfolios submitted to OSPI will meet standard.	SPED teachers will participate in additional professional development regarding portfolio creation
Tutoring	We will align our tutoring programs with identified student needs, and eliminate unnecessary, duplicative, or ineffective tutoring practices.	We will use existing district and classroom-based assessments to identify students for tutoring, and will use student achievement data to determine whether a given tutoring program is effective.
Primary Literacy	All first grade students reading on standard by the end of the year.	In an effort to ensure that all students leave first grade reading on grade level, our reading specialist will provide push-in literacy support to first-grade classes.

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
Family Engagement	Gather input from all parents on how they feel connected to Olympic View	N/A	N/A	Volunteers	None
Family Engagement	Gather input from small focus groups of non-PTA families	20 hours x \$15/hr = \$300	Y	Volunteer Coordinator Time	None
Family Engagement	Provide relevant parent education seminars	\$250	Y	PTA	None
Family Engagement	Provide childcare for all parent events	N/A	N/A	Free, courtesy of Kids' Club	None
Family Engagement	Provide translation services for parent events as needed	\$7,000	Y	General Fund 1000 OVA0127010 7120	None
Mathematics	Provide targeted in-school support and intervention	\$4,677	Y	LAP tutoring budget	None
Mathematics	Provide extended learning time and additional instruction	TBD	N	Project Excel (centrally funded)	None
Mathematics	Provide early intervention for primary students who are below standard in mathematics	\$4,677	Y	LAP tutoring budget	None

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Mathematics	Provide additional practice to develop fluency in basic operations	N/A	N/A	Central – Singapore Math adoption	Will be used to supplement Everyday Math
Reading	90-minute literacy block	N/A	N/A	N/A	N/A
Reading	Targeted support	0.5 FTE Reading Specialist + 0.3 FTE LAP Coordinator / Tutors	Y	General Budget; LAP Budget	Funded reading specialist in lieu of math coach
Reading	Extended learning	TBD	N	Project Excel (centrally funded)	None
Writing	Increase staff exposure to high-leverage instructional practices in writing	N/A	N/A	N/A	None
Writing	Examine student writing using rubrics in professional learning communities	2-hr Early Release times	N/A	Time only	None
Writing	Provide intensive, targeted interventions to strengthen students' writing skills	0.5 FTE Reading Specialist/ Tutors	Y	General Budget	Funded reading specialist in lieu of math coach
Citizenship	Hold class meetings to solve problems	Supported by 0.8 FTE Counselor	Y	General Budget	Funded counselor in lieu of head teacher

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Citizenship	Provide counseling services	0.8 FTE Counselor	Y	General Budget	Funded counselor in lieu of head teacher

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	We will work closely with the Olympic View PTA to align our goals for family engagement, priorities for academic support, and overall vision for the student experience at Olympic View.	Monthly PTA board meetings	\$50,000+ (variable)	PTA	Ongoing
Kids' Club	We will partner with Kids' Club, our onsite childcare, to provide childcare for evening parent events. We will also work together to provide homework support for Olympic View students who attend Kids' Club's after-school program.	Ongoing	None	None	Ongoing
Shelter	We work closely with a confidential shelter to ensure that students in crisis are supported and that parents have access to school resources. Our budget includes money for interpreters, to facilitate greater parent participation.	Ongoing	None	None	Ongoing

Note: Please delete or add rows as necessary