

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

John Rogers Elementary

Marcia Boyd

September 30, 2008



TABLE OF CONTENTS

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

Revision History

Revision Number	Date	Comments
Revision 1	August 2008	The staff learned about the C-SIP plan. They all worked on a SMART goal based on the student climate survey.
Revision 2	September 2008	Staff and principal worked to write SMART goals in the academic areas.
Revision 3	October 2008	Revisions requested by Review Committee
Revision 4	October 31, 2008	Edits by Office of School Improvement
Revision 5	December 4, 2008	C-SIP Peer Reviews
Revision 6	January 8, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

John Rogers’ mission is to establish a school community in which all students are challenged to reach their highest academic potential. It is a school that will also teach them the joy of learning. Our vision is based on the Seven Attributes of Quality High Achievement Schools where there is a common focus, where there is a small and personalized learning community, where the school culture and climate is healthy and supportive, and where there are high expectations for all students.

Rogers Way to Be
 Be Kind
 Be Safe
 Be Respectful
 Be Responsible
 Be Positive

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	All staff members at John Rogers need to collaborate and be accountable for the C-SIP for all students to succeed.
2	Math, Reading and Writing are all equally important. 2 nd Grade DRA is below district average and below 80%. 4 th Grade WASL Math is below the district average. 4 th Grade Writing is below 70%.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
3	The student climate survey is very positive. The staff chose to increase when parents are notified about their doing well in school.	The staff met in August to review the Student Survey results. They choose Item #49 – <i>“The school lets my parents know when I have done something well”</i> to write a SMART goal to work on this year.

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
Reading	To eliminate the education gap more students need to meet standard on DRA and WASL.	<p>Kindergarten – 95% for all kindergartens students will identify 100% on the 20 K- level sight words as measured by the SPS Sight Word Inventory by June 1, 2009.</p> <p>Grades 1 and 2 – Increase the number of first grade students meeting the DRA standard of level 16 from 74% to 80% by June 1, 2009.</p> <p>Increase the number of second grade students meeting the DRA standard of level 28 from 74% to 80%.</p> <p>Grades 3 to 5 – Increase the number of third grade students meeting levels 3 and 4 the WASL from 74% to 80% by May 2009. (DRA score was 74%)</p> <p>Increase the number of fourth grade students meeting levels 3 and 4 on the WASL from 91% to 93% by May 2009. (As 3rd graders they met standard at 91 %.)</p> <p>Increase the number of fifth grade students meeting levels 3 and 4 on the WASL from 84% to 86% by May 2009. (4th graders they met standard at 84 %.)</p>

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>Math</p>	<p>District and State Focus area. To eliminate the education gap more students need to meet standard on District EDM trimester assessments and the WASL.</p>	<p>Kindergarten – All kindergarten students will identify with 90% accuracy the numerals 0-50 in random order as measured by the SPS Kindergarten Inventory and EDM checklist by May 2009.</p> <p>Grades 1 and 2 – 80% of all 1st and 2nd grade students will score an 85% or above on the EDM end of year assessment.</p> <p>Grades 3 to 5 – Increase the number of third grade students meeting levels 3 and 4 from 85% to 87%. Increase the number of fourth grade student meeting levels 3 and 4 from 85% to 87% by May 2009. (As 3rd graders they met standard at 85 %.) Increase the number of fifth grade students meeting levels 3 and 4 from 54% to 64%. (As 4th graders they met standard at 54 %.)</p>

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>Writing</p>	<p>School Focus area. Students need to be proficient in writing in order to successfully communicate their thinking in all subject areas.</p>	<p>Kindergarten – All kindergarten students will start their sentences with capital letters and end them with punctuation marks (conventions) as measured on the school based prompts by May 2009. 95% of the kindergartens will write to the prompt (ideas) by May 2009.</p> <p>Grade 1 – All first grade students will start their sentences with capital letters and end them with punctuation marks (conventions) as measured on the school based prompts by May 2009. 95% of the first graders will write to the prompt (ideas) by May 2009.</p> <p>Grade 2 – All second grade students will start their sentences with capital letters and end them with punctuation marks (conventions) as measured on the school based prompts by May 2009. 95% of the second graders will write to the prompt (ideas) using on level Word Choice by May 2009.</p> <p>Grade 3 - All third grade students will start their sentences with capital letters and end them with punctuation marks (conventions) as measured on the school based prompts by May 2009. 95% of the third graders will write to the prompt (ideas) using on level Organization by May 2009.</p> <p>Grade 4 – Increase the number of fourth grade students meeting levels 3 and 4 from 69% to 71% by May 2009.</p> <p>Grade 5 - All fifth grade students will start their sentences with capital letters, end them with punctuation marks and use proper grammar (conventions) as measured on the school based prompts by May 2009. 95% of the fifth graders will write to the prompt (ideas), use on level Ideas, Word Choice and Organization by May 2009.</p>

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

SECTION 1: OVERVIEW

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

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

We feel that our focus on Reading, Math, Writing and the Student Survey explicitly supports the district's Strategic Plan. Our C-SIP aligns with the District Vision where:

- All students achieve at high levels (and) receive the support they need ...;
- Every school is a high quality school;
- District leadership and staff model excellence and accountability; and
- The whole community is engaged as partners in supporting and strengthening the school system.

88 percent of John Rogers' third grade students will meet or exceed the reading standards.

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?

John Rogers' teachers use several differentiation strategies which include and are not limited to: Flexible Grouping, Tiered Assignments and Scaffolding, Curriculum Mapping to align grade levels, Balanced Literacy Strategies, NUA Strategies, Accelerated Reader, Everyday and Singapore Math, Six Trait Writing, School Wide-Writing Prompts, Science Writing, Second Step, Steps to Respect, Character Education. The staff will use postcards, phone calls, letters and/or certificates and recognition at Spirit Assemblies to reinforce letting parents know about students doing well in school.

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"> • Our school's Building Leadership Team (BLT) includes four Certificated staff or three Certificated staff and a Classified staff and the Principal. There is one Primary Teacher, one Intermediate Teacher, one Support Staff Teacher/Classified and one at large member. Classified staff members can be the at large member. • Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL, DRA, Edusoft Math, and school-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from the BLT. One parent serves on the BLT. Parents also attended staff meetings where they participated in establishing goals/strategies/activities. • Our C-SIP will be presented at the February PTA Meeting. This meeting is scheduled for February 2, 2009. It will also be presented at the January PTA Board meeting. This meeting is scheduled from January 12, 2009.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

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

Technology

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

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

SECTION 1: OVERVIEW

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

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

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility:

Principal, Teaching Staff, Support Staff, BLT, Tutors, Students and Parents/Guardians

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

Kindergarten – 95% of the kindergartens students will identify 100% on the 20 K- level sight words as measured by the SPS Sight Word Inventory by June 1, 2009.

Grades 1 and 2 – Increase the number of first grade students meeting the DRA standard of level 16 from 74% to 80%.
 Increase the number of second grade students meeting the DRA standard of level 28 from 74% to 80%.

Grades 3 to 5. - Increase the number of third grade students meeting levels 3 and 4 the WASL from 91% to 93% by May 2009.

Increase the number of fourth grade students meeting levels 3 and 4 on the WASL from 91% to 93% by May 2009. (As 3rd graders they met standard at 91 %.)

Increase the number of fifth grade students meeting levels 3 and 4 on the WASL from 84% to 86% by May 2009. (4th graders they met standard at 84 %.)

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

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

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

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Balanced Literacy Strategies with differentiation – Bloom’s Taxonomy	<ul style="list-style-type: none"> All John Rogers’ students 	All year	Principal, Teaching Staff, Support Staff, Tutors, Students	Text-Based strategies are being used in each classroom on a daily basis. Balanced Literacy is evident in lessons, curriculum maps and lesson plans with explicit instructional focus on phonemic awareness, fluency, phonics, vocabulary and comprehension at every grade level. Discussions will use higher order questioning strategies to increase rigor in the analysis of text.
90 Minutes of daily literacy instruction	<ul style="list-style-type: none"> All John Rogers’ students. 	All year	Principal, Teaching Staff, Support Staff, Tutors, Students	Use of a variety of texts including K-2 Libraries, Just Right Books, Houghton-Mifflin, Trade Books, Pegasus, Classroom Libraries with leveled books at various grade levels. Accelerated Reading to support and accelerate independent reading.
Sound Partner Tutor Program, LAP	<ul style="list-style-type: none"> Students below standard and students who are accelerating in reading. 	These strategies begin approximately the third week of school.	Principal, Teaching Staff, Support Staff, Tutors, Students	This strategy will use Sound Partner Tutors with a variety of reading levels using leveled books and Sound Partner materials. Students who are accelerating in reading will meet in small groups. LAP teacher will use a variety of reading materials.
Collaboration among grade level teams and specialists.	<ul style="list-style-type: none"> All John Rogers’ students 	All year	Principal, Teaching Staff, Support Staff, Tutors	Grade Level Meetings, Cross Grade level meetings and Focus/Data Team meetings increase accountability. Use of common language and Balanced Literacy strategies and NUA strategies increase student comprehension. Monitoring student achievement and evaluating data aligns instruction with student needs and uses the Data-Team model.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Frequent teacher/guardian communication based on formal and informal assessments.	<ul style="list-style-type: none"> All John Rogers' students 	All year – conferences, SIT, IEP meetings, SLP and LAP plan meetings	Principal, Teaching Staff, Support Staff, Tutors, Parents/Guardians	Written and oral communication between instructional staff and families help increase students achievement.

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 and WASL	DRA – Kindergarten and 1 st grade - May. 2 nd grade – Oct. and May. WASL – Grades 3 to 5 - April African American, Asian, Latino and Native American student scores will be reviewed and compared to White student scores by the Reading Data Team.	Principal, Teaching Staff, Support Staff, Tutors, Students	These summative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas. These assessments guide our C-SIP development and team work.

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
School based reading prompt assessments	Three times a year African American, Asian, Latino and Native American student scores will be reviewed and compared to White student scores by the Reading Data Team.	Principal, Teaching Staff, Support Staff, Tutors, Students	These formative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas.

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>	
Building PD time to collaborate on scoring school based reading prompt	All John Rogers' staff	There will be two hours of professional development time set aside each trimester to evaluate student assessment.	The staff will meet to collaborate around student work. When scoring is complete, each grade level will show a below level, at level and above level assessments. The data-team model will then be used by the Reading Focus group to decide on the "next steps" to be taken in mini-lessons.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
DRA training, if needed	K-2 teachers	September 16 or 18 – 3 hours	This class is intended for K-3 teachers who are new to giving the DRA assessment, or for teachers who are interested in refreshing their skills in giving this assessment. The course will focus on the details and guidelines for giving and reporting scores for the DRA as well as strategies for using assessment data to support instruction.
Guided Reading: <i>“So I’ve pulled a small group of readers, now what?”</i>	K-5 teachers who need strategies for small group instruction.	District training – dates are not set at this time.	<p>Description: Through active engagement, collaboration, and authentic experience, participants will:</p> <ul style="list-style-type: none"> • practice data collection using a running record • determine an "instructional point" based on student evidence • observe the meta-cognition of an instructional coaching session between a teacher and coach • reflect on video footage of small group practice based on the instructional point • explore a variety of templates for intentional planning • experience guided planning for their own students • implement the gradual release model for pacing & independent practice
Creating an Active Literacy Classroom: <i>A Focus on Comprehension Strategies</i>	K-5 teachers who are interested in having their students understand text more deeply.	District Training - October 9 th and October 23 rd – three hours each session.	<p>Description: At the end of this class you will have a deeper understanding of the meta-cognitive processes involved in understanding text. You will have a plan of action, and supporting text, for implementing Stephanie Harvey’s Comprehension Toolkit.*</p> <p>*Participants will need to have their school purchase a copy of the Comprehension Toolkit Bundle (Heinemann, \$145)</p>

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>
Volunteer Tutors in classrooms	<ul style="list-style-type: none"> • All John Rogers' families 	All year	PTA Volunteer Coordinator	John Rogers has over 150 volunteers each year from both the school and the community.
Curriculum Night	<ul style="list-style-type: none"> • All John Rogers' families 	October 1, 2008	Principal, teaching staff	Teachers will explain their reading programs and expectations.
LAP Family Night	<ul style="list-style-type: none"> • LAP families 	TBA	Principal, LAP teacher	LAP families will be invited to an evening event where strategies for helping their children at home with reading will be discussed.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math

Lead Responsibility:

Principal, Teaching Staff, Support Staff, Math Lead Teachers, BLT, Tutors, Students and Parents/Guardians

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

Kindergarten – All kindergarten students will identify with 90% accuracy the numerals 0-50 in random order as measured by the SPS Kindergarten Inventory and EDM checklist by May 2009.
 Grades 1 and 2 – 80% of all 1st and 2nd grade students will score an 85% or above on the EDM end of year assessment.
 Grades 3 to 5 – Increase the number of third grade students meeting levels 3 and 4 from 85% to 87%.
 Increase the number of fourth grade student meeting levels 3 and 4 from 85% to 87%. (As 3rd graders they met standard at 85 %.)
 Increase the number of fifth grade students meeting levels 3 and 4 from 54% to 64%. (As 4th graders they met standard at 54 %.)

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>
75 Minutes of daily math instruction	<ul style="list-style-type: none"> All John Rogers' students 	All year	Principal, Teaching Staff, Support Staff, Tutors, Students	Use of EDM and Singapore Math to meet the needs of our diverse student population.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Collaboration with Math Leaders to differentiate EDM	<ul style="list-style-type: none"> All John Rogers' students 	All year	Principal, Teaching Staff, Support Staff, Math Lead Teachers	Training will be provided for the John Rogers staff with grade level teachers, math lead teachers from both John Rogers and Northgate throughout the school year as proposed by the Math Department. Focus areas will be identified for each session that includes assessment, instruction, curriculum for math support and acceleration. Math Lead Teachers will attend central trainings and bring the new strategies to the John Rogers' teachers.
Math Vocabulary will be displayed via Word Walls, Pocket Charts, Taxonomies and/or other visual strategies.	<ul style="list-style-type: none"> All John Rogers' students 	All year	Principal, Teaching Staff, Support Staff, Math Lead Teachers	All classrooms will display Math Vocabulary so that students are using a common language around math.

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>
EDM trimester assessments	1 st through 5 th grade students	Principal, Teaching Staff, Support Staff, Math Lead Teachers	These summative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas. These assessments guide our C-SIP development and team work.
EDM end of unit assessments – use the unit preview and post tests	All John Rogers’ students	Principal, Teaching Staff, Support Staff, Math Lead Teachers	These formative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas. Data will be sent to the principal after each unit.
WASL	3 rd , 4 th and 5 th grade students.	Principal, Teaching Staff, Support Staff, Math Lead Teachers	This summative assessment allows teachers to monitor student success and make adjustments in their instructional practices and focus areas at the beginning of the school year. These assessments guide our C-SIP development and team work.
Kindergarten EDM Checklist and Kindergarten Inventory	Kindergarten students	Principal, Teaching Staff, Support Staff, Math Lead Teachers	These formative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas.

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>	
Joint PD with Northgate	All John Rogers' and Northgate's instructional staff.	Sept. 17, Oct. 22, Jan. 28 and May 13	Focus areas will be identified for each session that includes assessment, instruction, curriculum for math support and acceleration. Math Lead Teachers will attend central trainings and bring the new strategies to the John Rogers' teachers.
Collaboration around student work	All John Rogers' staff	At the end of each trimester	The staff will meet to collaborate around student work. When scoring is complete, each grade level will show a below level, at level and above level assessments. The data-team model will then be used by the Math Focus group to decide on the "next steps" to be taken in mini-lessons to strengthen the understanding of math.
Collaboration around student work	All John Rogers' staff	Previews and Post tests will be given for each unit.	Using the Data Team model, the Math Focus team and the principal will examine the data for growth for each student. This will be reported out at staff meetings.

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>
Curriculum Night	<ul style="list-style-type: none"> • All John Rogers' families 	October 1, 2008	Principal, teaching staff	Teachers will explain the EDM program and expectations.
Volunteer Tutors in classrooms	<ul style="list-style-type: none"> • All John Rogers' families 	All year	PTA Volunteer Coordinator	John Rogers has over 150 volunteers each year from both the school and the community.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Principal, Teaching Staff, Support Staff, BLT, Tutors, Students and Parents/Guardians

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

Kindergarten – All kindergarten students will start their sentences with capital letters and end them with punctuation marks (Conventions) as measured on the school based prompts by May 2009. 95% of the kindergartens will write to the prompt (ideas) by May 2009.

Grade 1 – All first grade students will start their sentences with capital letters and end them with punctuation marks (conventions) as measured on the school based prompts by May 2009. 95% of the first graders will write to the prompt (ideas) by May 2009.

Grade 2 – All second grade students will start their sentences with capital letters and end them with punctuation marks (Conventions) as measured on the school based prompts by May 2009. 95% of the second graders will write to the prompt (ideas) using on level Word Choice by May 2009.

Grade 3 - All third grade students will start their sentences with capital letters and end them with punctuation marks (Conventions) as measured on the school based prompts by May 2009. 95% of the third graders will write to the prompt (ideas) using on level Organization by May 2009.

Grade 4 – Increase the number of fourth grade students meeting levels 3 and 4 from 69% to 71% by May 2009.

Grade 5 - All fifth grade students will start their sentences with capital letters, end them with punctuation marks and use proper grammar (Conventions) as measured on the school based prompts by May 2009. 95% of the fifth graders will write to the prompt (ideas), use on level Ideas, Word Choice and Organization by May 2009.

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

SECTION 2: MAJOR FOCUS AREAS

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>
Staff will use Writers' workshop strategies	<ul style="list-style-type: none"> • Grades K and 3 	All year	K through 3 rd grade teachers	Teachers will use the Writer's Workshop strategies to meet the needs of their diverse learners.
Staff will use 6+ Trait writing strategies	<ul style="list-style-type: none"> • Grades 4 and 5 	All year	4 th and 5 th grade teachers	Teachers will use the 6+ Trait writing strategies to meet the needs of their diverse learners.
School wide expository writing prompt three times a year.	<ul style="list-style-type: none"> • All John Rogers' students 	Each trimester	Principal, Teaching Staff, Support Staff, Students	These formative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas.

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>
School wide writing prompt three times a year.	All John Rogers' students	Principal, Teaching Staff, Support Staff, Students	These formative assessments allow teachers to monitor student success and make adjustments in their instructional practices and focus areas.
WASL	4 th grade students	Principal, Teaching Staff, Support Staff, Students	This summative assessment allows teachers to monitor student success and make adjustments in their instructional practices and focus areas at the beginning of the school year. These assessments guide our C-SIP development and team work.

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>	
Writers Workshop for Primary and Intermediate Teachers	Interested K-5 staff	October 13, 27 and November 10: total of 9 hours of professional development.	At the end of this class you will be able to launch the Writers Workshop based on Lucy Calkin's Units of Study for Primary and Intermediate. You will know and be able to implement the structures and routines, develop mini-lessons, confer with your writers, and assess student writing. Participants will need to have their building purchase the Units of Study and bring them to the class. There is also an expectation that participants will implement the lessons/units between class sessions and bring in student work that is generated.
Collaboration around student work – expository writing.	All John Rogers’ staff	Each trimester	The staff will meet to collaborate around student work. When scoring is complete, each grade level will provide a below level, at level and above level assessments. The data-team model will then be used by the Writing Focus group to decide on the “next steps” to be taken in mini-lessons to strengthen the understanding of writing.

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>
Curriculum Night	<ul style="list-style-type: none"> • All John Rogers' families 	October 1, 2008	Principal, teaching staff	Teachers will explain their writing program and expectations.
Volunteer Tutors in classrooms	<ul style="list-style-type: none"> • All John Rogers' families 	All year	PTA Volunteer Coordinator	John Rogers has over 150 volunteers each year from both the school and the community.

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>
Student Survey	The base score will increase from 3.0 to 3.3 on the 2009 Student Survey given in April 2009.	Teachers will use postcards, letters, email, and/or phone calls to let parents know when their child has done well in school.
Communication with families	The principal will send home a monthly letter to parents. The PTA will publish the Otter Gazette monthly.	The Home and School Connection will be sent monthly to parents via kid mail. This communication covers a variety of topics. The Otter Gazette covers many of the PTA activities and includes a message from the principal.
Science	The fifth graders will increase from 55% to 57% on the Science WASL.	The Fifth grade teachers will teach three Science kits emphasizing science journaling and inquiry. They will provide Environmental Education via attending Islandwood Camp. Fifth grade is supported by the other grades by their teaching 2-3 Kits and Journal writing each year.

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	Sound Partner Tutor Program	I-728 - \$19,000	Yes	I-728	Funds can not be used for other allowed areas.
	LAP	LAP funds - \$30,000	Yes	LAP	There are not enough funds to fund the .8 teacher, so base line dollars are affected.
	Collaboration among grade level teams and specialists	Building TRI	Yes	Base pay	
Math	Collaboration with Math Leaders to differentiate EDM	Central Math Budget	Yes	District	IAs can choose this for professional development
Writing	School wide writing prompt three times a year	Building TRI	Yes	Base pay	

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
St. John's Masonic Lodge	St. John's has continued to give John Rogers funds to support the Accelerated Reader program. It has allowed us to purchase books and tests.	These funds usually come in November.	Funds are sent to the Alliance for Education. Typical gift is \$3,000.	Alliance for Education	St. John's has partnered with John Rogers for 11 year.
Meadowbrook Community Center	Meadowbrook has partnered with John Rogers in the past for our swimming program. They are looking at expanding their Day Care facility to John Rogers.	The decision will be made this fall.		Not known at this time.	This will be the first year of this partnership.

Note: Please delete or add rows as necessary