

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Roxhill Elementary School

Carmela Dellino

September 20, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 6, 2008	Edits by Office of School Improvement
Revision 2	November 24, 2008	Edits by Office of School Improvement
Revision 3	December 10, 2008	C-SIP Peer Reviews
Revision 4	December 19, 2008	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.

Roxhill is committed to building a welcoming, collaborative and respectful school culture focused on instruction and high student achievement while celebrating cultural differences. All students will benefit from a high quality education that develops a mastery of academic skills, critical thinking, creativity, personal courage and confidence and a sense of social responsibility in order to be prepared to excel in our changing society.

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	2 nd Graders made significant progress in Reading as reflected in the 2008 DRA scores	We have established a S.M.A.R.T. goal and will continue to focus on Reading K – 5 through the 2008-2009 school year.
2	Based on the 2008 WASL, 3 rd , 4 th and 5 th grade scores declined in all areas except Science.	Our academically focused S.M.A.R.T. goals are in the area of Reading, Writing and Mathematics. These specific focus areas are a high priority in our professional development. All students will receive 90 minutes of Math and Literacy instruction daily.
3	In 2007-2008 there were a high number of behavior referrals to the office.	Acknowledging that behavioral issues impact student learning, we have specifically addressed this issue as one of our major focus areas.
4	Family involvement is minimal.	Our C-SIP plan includes a specific goal and several strategies to increase family involvement, in support of the District Strategic Plan.

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

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
MATH	District Focus, School's declined WASL scores in grades 3, 4 and 5	There will be a 15+% increase in Grades 3, 4 and 5 in the 2009 Math WASL. In 3 rd grade this would mean an additional 5 students would meet standard (from 52.9% to 67.9%); in 4 th grade this would mean an additional 6 students would meet standard (from 16.2% to 31.2%); and in 5 th grade an additional 7 students would meet standard (from 35.4% to 50.4%). Grades 1 – 2: 75+% of students will meet standard in Seattle School District's end of the year Performance Expectations Assessment; K: 75+% of students will meet standard on a school-based Math Kindergarten assessment which will be based on performance expectations.
READING	Reading scores declined at grades 3, 4, and 5 as reflected on 2008 WASL scores; District Focus	There will be a 15+% increase in Grades 3, 4 and 5 in the 2009 Reading WASL. In 3 rd grade this would mean an additional 5 students would meet standard (from 47.1 – 62.1%); in 4 th grade this would mean an additional 6 students would meet standard (from 56.8% to 71.8%); and in 5 th grade an additional 7 students would meet standard (from 67.4% to 82.4%). 76.1+% of students K – 2 will meet their respective grade level standards for the DRA.
WRITING	Roxhill is in its first year of a school-wide implementation of Writers Workshop. Writing scores declined as reflected in the 2008 WASL.	There will be a decrease by 50+% in the number of students at Level 1 and Level 2 in the 2009 Writing WASL. Data from Spring 2008 shows 29.7% (11) at Level 1 and 43.2% 16 at Level 2.

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SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
FAMILY ENGAGEMENT	We are a Flight 2 School (Family and Community Partnership); District Focus. Desired results for the goal are to improve academic performance and to increase homework completion rate.	Parent/Family Engagement will increase: as demonstrated by 200% increase in PTA membership as compared with 2007-2008 membership (from 3 regularly attending members to 9 regularly attending members at monthly PTA meetings; and by an increase of 10% in parent/family member attendance at the 4 major parent events (Open House, Math, Literacy, WASL evenings) as compared to attendance in 2007-2008 at the same type of events.

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.

Roxhill’s C-SIP plan supports the district’s Strategic Plan in student achievement. Over the next five years, we will work to ensure that:

1. 88% of 3rd grade students will meet or exceed reading standards.
2. 80% of 7th grade students will meet or exceed math standards.

Our Family Engagement activities support the district’s Strategic Plan in engaging our families more often and more effectively.

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?

The strategy of extended learning time (90 min. Math and 90 min. Literacy Blocks) is used for all students in grades 1 – 5.

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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"> • Roxhill's Building Leadership Team (BLT) includes 5 Teachers (representing Grades K-5, Librarian, and our Math and Literacy Coaches. It also includes the Principal and one Classified staff member, our Head Secretary. • Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff.
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; One parent presently serves on the BLT. • Our C-SIP was presented: a) In an initial brief presentation at the October 20, 2008 PTA meeting, and b) Will be presented in a more detailed version at the November 7, 2008 Principal Morning Coffee Chat, and c) At the November 17, 2008 PTA meeting. Parent input will be included in our ongoing C-SIP refinement. These events included parents for whom English is not their primary language and interpreters were present.
	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.

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SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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SECTION 1: OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Reading (All, Hispanic, Special Education, Low Income) and Math (All, Hispanic, Special Education, Low Income). So, we are not identified as a "School in Improvement."

Title I status

This school receives Title I funds.

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SECTION 1: OVERVIEW

Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings (August 27 and October. 15-2008) and in our Building Leadership Team (BLT) meetings (September. 8 and 22-2008) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we further developed data-based SMART goals for student growth in every major goal area initially on September 24 th 2008 with further revisions on October 20-2008.
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on August 28-2008 and on a daily basis ensure that all instruction is multi-culturally responsive and appropriate. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 20, 2008. • We are studying, and putting into practice, best practices in instructional strategies. This includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.
3 Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5 What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These

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SECTION 1: OVERVIEW

	Component	How school has addressed each Component
		activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We sponsored a week-long Pre-Kindergarten program from August 11- 15, 2008 and hosted an event for pre-schoolers and their families to meet our kindergarten team and tour the school on August 15, 2008. Because we also have a transitional pre-school on site, we hosted an Open House for these families on August 25, 2008. We will host more events in the spring and summer of '09 for next year's future kindergartners. • We publish the middle school tours schedule in our newsletter, encourage our students to attend them and remind our parents to take advantage of the open enrollment process. • We work collaboratively with our transition middle school teams to ensure appropriate academic placement and to recommend interventions and support when needed. • We meet with our 5th graders to explain their school choice options and assist them in their selection, based on individual needs and interests in the Spring.
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: MATHEMATICS

Lead Responsibility:

Principal: Carmela Dellino, Math Coach: Krista Canterbury; Math Teacher Leaders: Peter Weschler and Jenny Dew

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

There will be a 15+% increase in Grades 3, 4 and 5 in the 2009 Math WASL. In 3rd grade this would mean an additional 5 students would meet standard (from 52.9% to 67.9%); in 4th grade this would mean an additional 6 students would meet standard (from 16.2% to 31.2%); and in 5th grade an additional 7 students would meet standard (from 35.4% to 50.4%). Grades 1 – 2: 75+% of students will meet standard in Seattle School District's end of the year Performance Expectations Assessment; K: 75+% of students will meet standard on a school-based Math Kindergarten assessment which will be based on performance expectations.

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
Implement the components of Everyday Math	<ul style="list-style-type: none"> All students K – 5 	Daily	Classroom Teachers	90 minute Math Blocks (implemented in classrooms school-wide. Teachers will focus on: <ul style="list-style-type: none"> Computational Fluency Development Problem-solving Development with framework and rubric in place Differentiated Instruction Mental Math Reflection and dialogue around Mathematical Concepts, oral and written
Pace math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> All students K – 5 	Daily	Principal	Teachers K – 5 will be expected to plan and implement math instruction/assessment in accordance to the EDM Pacing Guide
Analyze student work and assessment data for the purpose of impacting and directing mathematical instruction	<ul style="list-style-type: none"> All students K – 5 	1 - 2 x monthly	Krista Canterbury, Data Team leaders	Data Teams: Teachers will meet within grade levels in order to develop common practice and best utilize data to inform instruction. Additionally teachers will also use data to match students with appropriate interventions.
Provide Intensive Math Intervention	<ul style="list-style-type: none"> All students not meeting grade level standards and special education students 	Mid September 2008 – June 2009	Bill Cady, Ana Rockwell, Dennis Helbling	<ul style="list-style-type: none"> Additional remedial support provided to students not meeting grade level and special ed students through both in class small group instruction and one on one assistance.
Identify L2(or below) in order to provide an extended day experience of preparatory WASL exercises	<ul style="list-style-type: none"> 4th – 5th Grade L2 students 	2 x weekly beginning January 2009	Krista Canterbury, Peter Weschler	<ul style="list-style-type: none"> Project Excel: District supported after school program targeting WASL preparation and increased achievement

Note: Please delete or add rows as necessary.

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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>
Administer EDM Assessment Tools	All students in K – 5 at the end of each EDM unit throughout the academic year	Krista Canterbury and all Classroom Teachers K - 5	Teachers will use the EDM Unit assessment tools (Oral and Slate Assessment and Part A Assessment) to identify skills mastered and areas for additional re-teaching of specific skills and concepts.
Administer WASL	Students Grades 3 – 5	Carmela Dellino	The WASL provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.
District Math Assessments K – 5	Students in 1 st – 5 th grade will take the beginning, mid-year, and end of the year assessments	Krista Canterbury	Teachers will use the beginning, mid and end of the year assessments to assess students' GLE skill development. Teachers will use data to develop instructional plans and differentiate instruction. Additionally, teachers will develop Student Learning Plans for students not performing at standard.
Administer RSA's (Recognizing Student Achievement)	All students K – 5, 3 – 4 times a month	Classroom Teachers	Teachers will use data from RSA's to inform instruction

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>	
District Elementary Math Professional Development	All Staff (with the staff from Sanislo)	4 Wednesday sessions throughout the year – 8 hours total	Paring with Sanislo, teachers will meet periodically to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues regarding improved mathematics instruction.
Data Teams	Grade Level Teams	1 – 2 x monthly	Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues about improved mathematics instruction.
In-House Professional Development	All Staff (led by Math Coach, Math Team Leaders)	One time monthly	Focus: Analyzing student work, refining formative assessment practice, vertical and grade level alignment K – 5, EDM check-ins, Math Writing (Problem Solving Framework)

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>
Host two All – School Family Math Nights to increase parent/family understanding and knowledge of Math curriculum, student expectations in Math, and the MATH WAS.	<ul style="list-style-type: none"> All families K – 5 	November 5, 2008 and March 12, 2009	Krista Canterbury, Schellie Moulton, Maria Teresa Tellez	Parents/Family members will be informed about the Everyday Math curriculum, performance expectations for their children, and how to extend Mathematics learning to the home. (One Math exclusive evening event and one Math/Literacy WASL informational evening event)
Provide 50% of the written homework in Spanish and English	All families 1 – 5	September 2008 – June 2009	Krista Canterbury	All teachers grades 1 – 5 will provide Math homework in both English and Spanish 50% of the time and as appropriate.
Provide Parent/Family Communication regarding how math instruction can be extended into the home and family life.	<ul style="list-style-type: none"> All families K – 5 	Mid-September 2008 – June 2009	Krista Canterbury, Carmela Dellino	Once a month, family newsletter/website includes tips for parents/guardians on how to extend math instruction in the home and daily life

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: READING

Lead Responsibility:

Principal: Carmela Dellino, Literacy Coach: Christine Dufour, Literacy Team: Pat Bliquez, Marissa Jenks, Maureen LaGrone

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

There will be a 15+% increase in Grades 3, 4 and 5 in the 2009 Reading WASL. In 3rd grade this would mean an additional 5 students would meet standard (from 47.1 – 62.1%); in 4th grade this would mean an additional 6 students would meet standard (from 56.8% to 71.8%); and in 5th grade an additional 7 students would meet standard (from 67.4% to 82.4%). 76.1+% of students K – 2 will meet their respective grade level standards for the DRA.

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>

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement the components of a Balanced Literacy Program to build fluency and comprehension skills	<ul style="list-style-type: none"> All students K – 5 	Daily	Christine Dufour, Classroom Teachers	<p>90 minute Literacy blocks implemented in classrooms school-wide that include:</p> <ul style="list-style-type: none"> Interactive Read Aloud Shared Reading Guided Reading – above grade level readers may form Literature Circles and meet w/ teacher once a week. Struggling readers meet in grade level. Independent Reading Literature Study Word Work – phonemic awareness, phonics, fluency, spelling, and vocabulary development (sight and meaning) Read Aloud for enjoyment
Increase the use of National Urban Alliance comprehension strategies	<ul style="list-style-type: none"> All students K – 5 	Daily	Christine Dufour, Ofelia Salinas, Marissa Jenks, and Caitlin McPhee	<p>Strategies are aimed at improving reading comprehension through the use of:</p> <ul style="list-style-type: none"> Summarizing Inferring/predictions Sequencing Identification of supporting details
Analyze student work and assessment data for the purpose of impacting and directing reading instruction	<ul style="list-style-type: none"> All students K – 5 	1 - 2 x monthly	Christine Dufour, Grade Level Teams	<p>Data Teams: Teachers will meet within grade levels in order to develop common practice and best utilize data to inform instruction. Additionally, teachers will use data to match students with appropriate interventions.</p>
Identify above standard students and provide small group instruction	<ul style="list-style-type: none"> 4th – 5th grade students demonstrating above standard performance in reading 	4 hours weekly	Pat Bliquez	<p>Accelerated and enriched instruction designed to supplement the classroom experience, provide additional rigor, and address the unique needs of the gifted and above standard student in reading, writing and communication</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide Reading Enrichment and additional opportunities for literacy development	<ul style="list-style-type: none"> All students K - 5 	mid – September 2008 – June 2009	Christine Dufour, Pat Bliquez, Jenny Dew, Don Hill, Caitlin McPhee	Reading Enrichment will be comprised of a variety of activities designed to engage students and create a school-wide Reading culture: <ul style="list-style-type: none"> Family Literacy Nights Seattle Scores Accelerated Reader Team Read
Provide intensive reading intervention for Spanish – speaking students	<ul style="list-style-type: none"> Bilingual Spanish-speaking students grades 1 – 2 	October 2008 – May 2009	Caitlin McPhee, Irma Leahy	Implementation of El Club de Lectura, an after-school literacy program to develop literacy skills in their home language of Spanish.
Provide remedial reading intervention	<ul style="list-style-type: none"> All special education students and bilingual students 	September 2008 – June 2009	Resource Room Teachers: Dennis Helbling and Ana Rockwell and Bilingual teacher: Caitlin McPhee	Additional remedial support provided through both in class small group instruction and one on one assistance.
Provide supplemental resources to classrooms (a)	<ul style="list-style-type: none"> All students K – 2 	Purchased annually for daily use	Christine DuFour	Increase the collection of leveled readers K – 2 for classroom use for targeted independent reading.
Provide supplemental resources to classrooms (b)	<ul style="list-style-type: none"> All students K – 5 	Purchased annually for daily use	Pat Bliquez	Increase the school collection of library books including non-fiction, fiction books aimed at enhancing the selection of books for all targeted independent reading levels, books that support the classroom curriculum, and support areas of concern as identified by WASL data.

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>
Administer WASL	Students grades 3 – 5	Carmela Dellino	The WASL provides administration, classroom teachers and families with individual assessment data as well as school-wide improvement trends.
Administer ongoing formative and summative assessments	All students grade k – 5	Christine Dufour, Classroom teachers	As appropriate students progress will be monitored using: <ul style="list-style-type: none"> • Running Records, • DRA testing at the beginning, middle and end of year • Teacher’s College Assessment • Kinder Stage A Assessment • STAR • Sight Word Checklist
Analyze student work and assessment data and instructional practice.	All students K – 5 1 – 2 x monthly	Grade Level Teams	Data Teams: Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues about improved reading instruction.

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>	
Data Teams	Grade Level Teams	1 – 2 x monthly	Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues about improved reading instruction.
In-House Professional Development	All staff (led by Literacy Coach and other staff as appropriate)	One session every two months	Focus: Analyzing student work, refining formative assessment practice, best instructional practice: Guided Reading, Interactive Read Aloud, Independent Reading, Shared Reading, Word Work, Conferring, Literature Study, WASL stems
NUA strategies	Caitlin McPhee, Marissa Jenks, Ofelia Salinas	Four times throughout the year: October 2, 2008, November 13, 2008, January 15, 2009 and March 19, 2009	Three staff members will participate in this intensive professional development with highlights effective “NUA” strategies and components of Balanced Literacy. These teachers, along with others previously trained, will provide all – school staff development during four professional development times throughout the school year.

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>
Host two All – School Family Literacy Nights to increase parent/family understanding and knowledge of reading curriculum, student expectations in literacy, and the WASL.	<ul style="list-style-type: none"> • All families K – 5 	November 2008, March 2009	Christine Dufour, Schellie Moulton, Maria Teresa Tellez	Parents/Family members will be informed about the Balanced Literacy program, performance expectations for their children, and how to extend Reading development to the home. (One exclusive Literacy event and one Math/Literacy WASL informational evening event)
Host one Latino Literacy Night to increase parent knowledge and understanding of Roxhill's reading and writing curriculum and how learning can be extended into the home and family life.	All K – 5 Latino families	February 2009	Caitlin McPhee, Carmen Hernandez, Irma Leahy	The bilingual teacher and IA will coordinate and host a Literacy evening for all K – 5 Latino families.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Provide Parent/Family Communication regarding how reading instruction can be extended into the home and family life.	<ul style="list-style-type: none"> • All families K – 5 	Mid-September 2008 – June 2009	Christine Dufour, Caitlin McPhee, Carmela Dellino	Once a month, family newsletter/website includes tips for parents/family members on how to extend reading instruction in the home and daily life.

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: Carmela Dellino, Literacy Coach: Christine Dufour, Literacy Team: Pat Bliquez, Marissa Jenks, Maureen LaGrone

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

There will be a decrease by 50+% in the number of students at Level 1 and Level 2 in the 2009 Writing WASL. Data from Spring 2008 shows 29.7% (11) at Level 1 and 43.2% (16) at 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>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement Writers Workshop school wide	<ul style="list-style-type: none"> All students K – 5 	Daily	Classroom Teachers	<p>This is the first year teachers are working toward full implementation of Writers Workshop.</p> <ul style="list-style-type: none"> Clear and explicit teaching points will be delivered in mini-lessons focused on writing process and qualities of good writing across genres Students will write for 30 minutes a day Use of thinking maps to prepare writing as well as organize writing Use other subject areas (science and social studies) to teach frames for WASL-type writing
Analyze student work and assessment data for the purpose of impacting and directing writing instruction	<ul style="list-style-type: none"> All students K – 5 	Weekly	Christine Dufour, Grade Level Data Teams	All teachers K - 5 will confer with students on current writing strategy and use conferencing sheet to record results.
Provide Intensive Writing Intervention	<ul style="list-style-type: none"> All students not meeting grade level standards and special education students 	Mid-September 2008 – June 2009	Christine Dufour, Resource Teachers, Caitlin McPhee	Remedial support provided to students not meeting grade level expectations and special education students through both in class small group instruction, individual assistance and bilingual instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide Writing Enrichment	<ul style="list-style-type: none"> All students K – 5 	Mid-September – June 2009	Christine Dufour, Jenny Dew, Don Hill, Kristie Stoehr, Bill Cady(technology teacher), Pat Bliquez (librarian)	Writing Enrichment will be comprised of a variety of activities designed to engage students and create a school-wide Writing culture: <ul style="list-style-type: none"> Family Literacy Nights Seattle Scores El Club de Lectura Participation in Visual Thinking Strategies Program Tech Club

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WASL	All 4 th Grade Students April 2009	Carmela Dellino	The WASL provides administration, classroom teachers and families with individual assessment data as well as school-wide improvement trends.
Ongoing formative and summative assessment	All students K – 5	Christine Dufour, Classroom Teachers	Teachers will conduct formative and summative writing assessments for the purpose of monitoring writing skills acquisition as well as the understanding and application of the writing process.

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>	
All teachers will have completed the Writers Workshop training	All classroom teachers and specialists (Ana Rockwell and Dennis Helbling)	June 2008 – June 2009 for a one-week intensive training	All teachers will participate in a week-long summer introduction and three additional days throughout the school year.
In-House Professional Development	All Classroom teachers	All staff will participate in ongoing training on Writers Workshop instructional practice three times throughout the year (October, February, April) for one hour sessions.	Focus: Analyzing student work, refining formative assessment practice, best instructional practice: mini lesson, , WASL stems
Visual Thinking Strategies	All Classroom teachers	One four hour session in October, followed by two additional training sessions of 2 hours each (January and May)	Teachers will continue into year three of the Visual Thinking Strategies training and program, designed to build the capacity of students to observe, think, listen, and communicate.

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>
Host two All – School Family Literacy Nights to increase parent/family understanding and knowledge of our writing curriculum, student expectations in writing, and the writing portion of the WASL.	<ul style="list-style-type: none"> All families K – 5 	November 2008, March 2009	Christine Dufour, Schellie Moulton, Maria Teresa Tellez	Evening event designed to increase enthusiasm, awareness, and understanding of Writing as taught at school and practiced at home. (One Writing/Reading evening event and one Math/Literacy WASL informational evening)
Provide Parent/Family Communication regarding how writing instruction can be extended into the home and family life.	<ul style="list-style-type: none"> All families K – 5 	Mid-September 2008 – June 2009	Christine Dufour, Caitlin McPhee, Carmela Dellino	Once a month, family newsletter/website includes tips for parents/family members on how to extend writing instruction in the home and daily life.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: FAMILY ENGAGEMENT

Lead Responsibility:

Principal: Carmela Dellino; Family Support Worker: Schelley Moulton, FPW?CBO: Maria Teresa Tellez

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

Parent/Family Engagement will increase as demonstrated by 200% increase in PTA membership as compared with 2007-2008 membership (from 3 regularly attending members to 9 regularly attending members at monthly PTA meetings.) and by an increase of 10% in parent/family member attendance at the 4 major parent events (Open House, Math, Literacy, WASL evenings).

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>
Conduct a home visit at the beginning of the school year	<ul style="list-style-type: none"> • 90% of all students K – 5 	Beginning August 20, 2008 – October 24, 2008	All Classroom Teachers	Each classroom teacher will conduct a home visit to begin the establishment of a caring and respectful relationship for 90% of the children in his/her classroom. As appropriate, these home visits will be made with the accompaniment of the appropriate bilingual teacher or IA or the resource room teacher.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide intensive outreach to at-risk Latino families	<ul style="list-style-type: none"> • 45 Latino students who have performed below standard on the WASL or DRA in grades K – 5 	September 2008 – June 2009	Family Partnership Worker: Maria Teresa Tellez	Outreach to families includes: assisting with accessing resources both within the school and in the community, providing assistance to help their children succeed academically and frequent parent contact to check in on progress of child.
Provide homework assistance in the community	<ul style="list-style-type: none"> • All students K – 5 	October 2008 – May 2009	Carmela Dellino	The principal will host two evenings a month in the community from 6 – 7 pm for homework completion and parent/family outreach. One of these events will take place at one of the major housing developments where many of the families live and the other at the local public library.
Host one cultural evening event	<ul style="list-style-type: none"> • All students K – 5 	December 2008	Schelley Moulton, Maria Teresa Tellez	During December we will host a family event called the “Celebration of Lights” that honors all our families various traditions during this holiday season. This will be a dinner event.
Provide interpreters, transportation, child care and food at 50% of the evening events	<ul style="list-style-type: none"> • All students K – 5 	September 2008 – June 2009	Schelley Moulton, Maria Teresa Tellez, PTA President: May Ovalles	We will provide interpreters, transportation, child care and food at 50% of the evening events to help with attendance and make the events more accessible to our families.

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>
Event Attendance log sheets	All families in attendance	Carmela Dellino	Principal, teachers and other staff will monitor the attendance in order to determine follow up with families as needed and to provide information regarding which additional families may need more deliberate outreach.
Membership in PTA	All families of PTA members	Carmela Dellino and PTA President: May Ovalles	The PTA President and PTA Board will focus efforts on forging relationships with all families and providing meaningful ways families can become engaged in the school.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Staff will participate in cultural competency workshops	<ul style="list-style-type: none"> • All students K – 5 	August 28, 2008 (all day training) and one additional one hour training in March 2009	All staff will participate at a minimum in a one day professional development training in August as well as one additional one hour training in March during a regular staff meeting. Additionally, some staff will participate in the August 17 – August 18 Flight Initiative 2 – day workshop of Dr. Bireda. Several staff participates in an Equity Committee, meeting every other month for the duration of the school year.

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 intensive outreach to at-risk Latino families	<ul style="list-style-type: none"> • 45 Latino students who have performed below standard on the WASL or DRA in grades K – 5 	September 2008 – June 2009	Family Partnership Worker: Maria Teresa Tellez	Outreach to families includes: assisting with accessing resources both within the school and in the community, providing assistance to help their children succeed academically and frequent parent contact to check in on progress of child.
Provide homework assistance in the community	<ul style="list-style-type: none"> • All students K – 5 	October 2008 – May 2009	Carmela Dellino	The principal will host two evenings a month in the community from 6 – 7 pm for homework completion and parent/family outreach. One of these events will take place at one of the major housing developments where many of the families live and the other at the local public library.
Host one cultural evening event	<ul style="list-style-type: none"> • All students K – 5 	December 2008	Schelley Moulton, Maria Teresa Tellez	During December we will host a family event called the “Celebration of Lights” that honors all our families various traditions during this holiday season. This will be a dinner event.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Provide interpreters, transportation, child care and food at 50% of the evening events	<ul style="list-style-type: none"> • All students K – 5 	September 2008 – June 2009	Schelley Moulton, Maria Teresa Tellez, PTA President: May Ovalles	We will provide interpreters, transportation, child care and food at 50% of the evening events to help with attendance and make the events more accessible to our families.

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>
Behavior Management	Roxhill will reduce the number of discipline referrals to the office by 20% from 387 in 2007 – 2008 to 310 in 2008 – 2009.	We have created a Behavior Management Committee that will be examining the major areas of concern and best strategies to address these concerns. One strategy was to alter the way students transition throughout the day and the other is to develop a new discipline referral process.
Primary Autism Program	To develop a stellar program that meets the needs of our Primary Autism students and to increase the collaboration between special educators, general educators, other school staff and the entire student population.	This year Roxhill has added a Primary Autism/Self-Contained program. The teacher and IA's working in that classroom work diligently to collaborate with the therapists, district support specialists and outside consultants to develop a model program in which all of the students in that program can excel. Additionally we are working with all students in the school to develop their understanding of the unique needs of these students and ensuring inclusion as appropriate.
Technology	Increase student and teacher technical skills by integrating technology into daily classroom instruction and providing additional opportunities for technology instruction for students.	All students K – 5 are given 30 minutes of Technology instruction at least 2 times a week. Students have exposure to self-paced keyboarding instruction and by 5 th grade will be proficient in Microsoft Word. Students grades 2 – 5 are also given the opportunity to participate in a before school enrichment program: Tech Club.

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Identify L2 (or below) in order to provide an extended day experience of preparatory WASL exercises – Project Excel	N/A	Yes	SSD	
Math	Provide enriched instruction in Math and Science for grades 4 – 5 through the MESA program	N/A	Yes	MESA	
Math/Reading/Writing/ Family Engagement	Provide transportation, food, and child care at our Family events to increase parent/family participation	\$380/family event – 4 events	Yes	Family Support and Community Partnership Program	
Reading	Provide after school Reading support for Spanish-speaking students grades 1 – 2: El Club de Lectura	\$22, 000	Yes	Campana Quetal - Prospera	
Reading/Writing	Provide after school writing and reading enrichment for 3 rd – 5 th graders through Seattle Scores	N/A	Yes	Seattle Scores	
Reading	Provide after school reading enrichment for below standard 2 nd and 3 rd grade readers through the Team Read program.	N/A	Yes	Team Read	
Writing	Provide professional development for staff and enrichment opportunity for all students in writing through participation in the Visual Thinking Strategies Program, including field	N/A	Yes	VTS	

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
	trips for students to the Frye Art Museum				
Family Engagement	Provide support to 45 Latino families based on student performance below standard and family income by employing a CBO (Community Based Organization Representative and FCP (Family & Community Partner) – Maria Teresa Tellez	N/A	Yes	Family Support & community Partnership Program	

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
Ackerly Partnership Network for Teacher Development	This network coordinates student teachers with mentor teachers. Additionally they host opportunities for mentor teachers and university faculty to work together on improving instruction through learning walks both at Roxhill and at the University of Washington The network provides funds to support staff professional development.	October 2008 – June 2009	\$1800	Ackerly Partnership Network	2 years
Team Read	Team Read provides an after school reading tutoring program that pairs high school students with 2 nd and 3 rd graders who are behind at least one grade level in reading.	October 2008 – May 2009	100%	Team Read	6 years
Campana Quetzal – El Club de Lectura	This project provides heritage language support to Spanish-speaking bilingual students in 1 st and 2 nd grade	October 2008 – June 2009	100%	Campana Quetzal	New this year
Seattle Scores	Through writing, soccer and community service, Seattle SCORES empowers children to develop their writing skills, civic responsibility, physical health, sportsmanship and connection to the school.	Mid – September 2008 – June 2009	100%	Seattle Scores	5 years
First Book	This national non-profit organization is providing free books to our children to support our literacy program. Book distribution occurs at least 3 times a year for each child.	September 2008 – June 2009	100%	First Book	New this year

Note: Please delete or add rows as necessary