

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Sanislo Elementary
Deborah Nelsen, Principal
September 30, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	October 29, 2008	Edits by Office of School Improvement
Revision 2	November 13, 2008	Edits by Principal, Deborah Nelsen
Revision 3	November 26, 2008	Edits by Office of School Improvement
Revision 4	December 3, 2008	C-SIP Peer Reviews
Revision 5	December 5, 2008	Edits by Office of School Improvement

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

SECTION 1: SCHOOL OVERVIEW

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

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

Vision - Sanislo is a learning community dedicated to building responsible and respectful citizens and empowering ALL learners.

Our Mission – we believe big ideas begin small. At Sanislo, we create a caring, enthusiastic environment where eager, young minds are nurtured to their full potential. We accomplish this through small, challenging learning environments and a staff of devoted, inspired teachers committed to each student’s success. This is what Sanislo is built upon.

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	3 rd grade math WASL (spring 08) – 8 students at level 2, close to level 3	<ul style="list-style-type: none"> • We have a SMART goal focused on having 85% of our 4th graders who scored at Level 2 on the 3rd grade math WASL score at Level 3 or higher on the 4th grade math WASL. • In order to meet this goal students will receive small group instruction, homework prep, basic facts practice, extended day support, and ongoing teacher analysis of student work.
2	4 th grade math WASL scores – 37% of ELL students at standard, versus 73% non-ELL students at standard	<ul style="list-style-type: none"> • We have a SMART goal focused on sustaining or increasing the percentage of students meeting standard (67% in 2008) on the 4th grade math WASL in 2009. • We have a SMART goal focused on 55% of our 5th grade ELL students meeting standard on the 5th grade math WASL. • In order to meet this goal, 5th grade ELL students will receive focused small group instruction, and extensive vocabulary support.
3	3 rd grade reading WASL – 10 students at level 1	<ul style="list-style-type: none"> • We have a SMART goal focused on 85% of our 4th graders demonstrating proficiency on the 2009 reading WASL. • We have a SMART goal focused on having 85% of our 4th graders who scored at Level 1 on the 3rd grade reading WASL score at Level 2 or higher. • In order to meet this goal students will receive tutoring to accelerate their skills, a double dose of guided reading, frequent monitoring, and assistance choosing appropriate level books.

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

SECTION 1: SCHOOL OVERVIEW

Insight		How is this insight addressed in our C-SIP?
4	4 th grade WASL scores in writing have dropped over the last 2 years by 13%.	<ul style="list-style-type: none"> • We have a SMART goal increasing our percentage of students at standard on the writing WASL to 82%. • In order to meet this goal the staff will provide explicit instruction and modeling, and create a stronger alignment K-5 through the implementation of Writers Workshop.
5	5 th grade science WASL score higher than ever, while same group dropped in reading and math	<ul style="list-style-type: none"> • We have a goal to increase the percentage of 5th graders meeting the science WASL standard from 41% to 50%. • In order to meet this goal students will receive explicit expository writing instruction and participate in additional science field trips which enhance the science units.

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
Math (Level 2 4 th graders and 5 th grade ELL students)	<ol style="list-style-type: none"> 1. 3rd grade math WASL scores show that 9 of our students scored at Level 2 and were close to passing. 2. 4th grade math WASL scores show that only 37% of our ELL students met standard, while 73% of our non-ELL students met standard. 	<ol style="list-style-type: none"> 1. We will sustain or increase the percentage of students meeting standard (67% in 2008) on the 4th grade math WASL in 2009. 2. 85% of our current 4th graders who scored at Level 2 on the 3rd grade math WASL will score at Level 3 or higher on the 4th grade math WASL (spring 09). 3. 55% of our 5th grade ELL students will meet standard on the 5th grade math WASL (spring 09).
Reading (Level 1 4 th graders)	3 rd grade reading WASL scores show that 10 of our students scored at Level 1.	<ol style="list-style-type: none"> 1. 85% of our 4th grade students will demonstrate proficiency on the 2009 reading WASL. 2. 85% of our current 4th graders who scored at Level 1 on the 3rd grade reading WASL will score at Level 2 or higher on the 4th grade reading WASL (spring 09).

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

SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Writing (all students)	4 th grade writing WASL scores show that we have had a decline over the last two years (2006=87%, 2007=79%, 2008=74%)	1. 82% of our 4 th grade students will meet or exceed standard on the 4 th grade writing WASL (spring 09)

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.

Math – by having our 4th grade students maintain or exceed 67% proficiency, and 85% of our current 4th graders who scored at Level 2 on the 3rd grade math WASL scoring at Level 3 or higher on the 4th grade math WASL and 55% of our 5th grade ELL students meeting standard on the 5th grade math WASL, our school will contribute to the district’s academic milestone of 7th graders ready for algebra by 8th grade.

Reading – by having 85% of our 4th graders demonstrate proficiency on the reading WASL, and having 90% of our current 4th graders who scored at Level 1 on the 3rd grade reading WASL scoring at Level 2 or higher on the 4th grade reading WASL, our school will contribute to the district’s 2012-13 performance target of 90% of 9th graders ready for high school.

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?

- Analysis of student data/work – this work occurs at all grade levels and in all content areas. Includes formative and summative data, along with daily work samples.
- We are putting a bigger focus on creating interventions that can be implemented within the classroom, rather than relying only on pull out support.

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SECTION 1: SCHOOL OVERVIEW

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

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

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

SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes the principal, 3 classroom teachers (grades 2nd, 4th, and 5th) one specialist (art) and 3 parents. • Our BLT leads the on-going process of comprehensive school review including studying data including WASL and classroom-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 BLT; 3 parents serve on BLT. • Our C-SIP presented at the October PTA meeting and their input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: SCHOOL OVERVIEW

School Improvement Review, *continued*

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.

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SECTION 1: SCHOOL 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.

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?	During our staff professional development days, August 26 th and 27 th 2008, and at our Building Leadership Team (which includes parents/community) retreat on August 25 th , 2008, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on September 24 th , 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 25th, 2008 • We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 26, 2008 • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.
3	Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. . This information was made available to all parents in the fall.
		Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
		<u>Correction plan.</u> Not applicable.

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

SECTION 1: SCHOOL OVERVIEW

	Component	How school has addressed each Component
4	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5	What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school on February 4, 11, 25 and March 12 and 19, 2009. • We held a back to school welcoming reception on the first day of school, September 3, 2008. • We made home visits to 90% of our incoming kindergartners prior to the start of school. • We meet with teachers from the middle school to discuss our transitioning students. • We publish dates and times for the middle school tours.
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 1: SCHOOL OVERVIEW

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility: 4th Grade teachers, math coach, principal

- S.M.A.R.T. Goal:**
1. We will sustain or increase the percentage of students meeting standard (67% in 2008) on the 4th grade math WASL in 2009.
 2. 85% of our current 4th graders who scored at Level 2 on the 3rd grade math WASL will score at Level 3 or higher on the 4th grade math WASL (spring 09).
 3. 55% of our 5th grade ELL students will meet standard on the 5th grade math WASL (spring 09).

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide targeted students with focused small group instruction	<ul style="list-style-type: none"> • Level 1 and 2 4th grade students 	Sept - June	4 th grade teachers	Following the main math lesson, the teacher will pull the Level 1 and 2 students into a small group for re-teaching and additional support. This support will occur 80-90% of the time.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Assist students by providing daily homework Prep	<ul style="list-style-type: none"> • Level 1 and 2 4th grade students 	Sept – June	4 th grade teachers	Prior to the end of the day, the teacher will assure that the students understand what is expected for the math homework and modify the assignments as appropriate.
Provide opportunities for basic Facts Practice	<ul style="list-style-type: none"> • Level 1 and 2 4th grade students 	Oct – June	4 th grade teachers and tutors	Tutors will work with individual students on their basic math facts, 2-4 times per week.
Analyze student work and instructional strategies	<ul style="list-style-type: none"> • Level 2 4th grade students 	Oct - June	4 th grade teachers and math coach	Data team planning will occur at the beginning of each unit after the pre-test is given. The goals and strategies will focus on Level 1 and 2 students.
Provide extended day support for WASL prep	<ul style="list-style-type: none"> • Level 1 and 2 4th grade students 	Feb - Apr	EXCEL teacher	Project EXCEL – district supported after school program targeting WASL preparation and increased math achievement
Front load and support students with vocabulary	<ul style="list-style-type: none"> • 10 5th grade ELL students 	Sept - June	5 th grade teachers and ELL staff	ELL staff will work with the ELL students specifically on math vocabulary, prior to and during the lesson.
Provide focused small group instruction	<ul style="list-style-type: none"> • 10 5th grade ELL students 	Sept - June	5 th grade teachers and ELL staff	Following the main lesson, the ELL teacher will pull the ELL students into a small group for re-teaching and additional support.

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>
Everyday Math, pre and post unit assessments	All students – targeting 4 th grade Level 2 students	4 th grade teachers, math coach	The information will help the teacher assess the students’ skill development and will help them know what skills need re-teaching or whether a different instructional approach is needed.
Mid year monitoring using the district diagnostic math assessment	All students – targeting Level 2 4 th grade students	4 th grade teachers, math coach	Teachers will use the mid year assessment data to determine how well students are moving toward mastery of the state standards. They will use the data to plan the curriculum for the remainder of the year.
Frequent / informal assessments	All students – targeting Level 2 4 th grade students	4 th grade teachers, math coach	Teachers will use RSA’s and student daily work to assess their level of growth toward mastery of the curriculum material.

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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 directed math professional development	All Staff	3 hours, 4x year	Teachers will meet with the Roxhill staff to collaborate and analyze student work. They will collaborate to share ideas and work toward improving their practice.
NCTM Conference	3-4 Staff	Spring 2009 – 3 days	Teachers will learn current best practices in math and be able to return and share information with the rest of the staff.

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Math Night	<ul style="list-style-type: none"> All Families – personal invitation to Level 1 and 2 4th graders 	Dec 16, 2008	Math Coach and Math/Science Committee	The school will hold a family math night focused on ways families can support their child at home

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: 4th grade teachers

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

1. 85% of our 4th grade students will demonstrate proficiency on the 2009 reading WASL.
2. 85% of our current 4th graders who scored at Level 1 on the 3rd grade reading WASL will score at Level 2 or higher on the 4th grade reading WASL (spring 09).

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>
Accelerate reading skills through a specific focus on fluency and comprehension	<ul style="list-style-type: none"> • Level 1 4th graders 	Oct – June 4x week for 30 min.	WRC Tutors	Targeted 4 th grade students will receive 1:1 and small group tutoring 4x a week, for 30 minutes. This individual tutoring will focus on fluency and comprehension.
Provide a double dose of guided reading	<ul style="list-style-type: none"> • Level 1 4th graders 	Oct – June 3-5x week for 20 min.		Targeted 4 th grade students will receive a double dose of guided reading support 3-5x week. After the classroom mini lesson, the classroom teacher will support these students in a guided reading group, followed by a second session with an I.A.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Frequent Monitoring	<ul style="list-style-type: none"> • Level 1 4th graders 	Oct – June bi-weekly	Principal and tutors	Students will be assessed using the Columbia Reading Assessment bi-weekly. The SIT team will meet monthly with the classroom teachers to monitor student academic growth and to modify interventions as needed.
Increase fluency and vocabulary	<ul style="list-style-type: none"> • Level 1 4th graders 	Sept – June	4 th grade teachers and librarian	Teachers will teach students how to pick “just right” books and monitor their choice of books during independent reading.

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>
Columbia Reading Assessment	Level 1 and 2 4 th graders, bi-weekly	SIT, Principal, assigned tutor	We expect the assessment to provide us with information regarding the student’s rate of academic growth in reading. When progress is not being demonstrated, the SIT team and 4 th grade teachers will modify the interventions.
Gates Assessment	All students – 3x year	Classroom teachers	We expect the Gates assessment to provide us with instructional grouping information and a mid year monitor of growth.

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>	
Balanced Literacy Program	All Staff	Throughout the year, various sessions at staff meetings and P.D. days	Training will be given to all staff and occur throughout the year. Focus will be on what a balanced literacy program looks like, with special attention to guided reading and independent reading.
Guided Reading	4 th grade teachers and support staff	Oct/Nov	Training will be provided to teachers in how to run a guided reading group effectively while best meeting the students' individual needs.

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Literacy Night	<ul style="list-style-type: none"> • Families with students served by LAP and Title 1 	11/6/08	Literacy Committee	The school will hold a literacy night targeting families of students receiving Title 1 and LAP services. Dinner will be served and childcare and interpreting available.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Parent / Teacher Conferences	<ul style="list-style-type: none"> All families – specific focus on Level 1 4th graders 	November 2008	Classroom teachers	Teachers will hold conferences with their families, 4 th grade teachers will specifically address reading skills that need additional work.
Family Reading Night	<ul style="list-style-type: none"> All families 	2/26/09	Literacy Committee	Family Reading Night is a celebratory even with story tellers and students wearing their pajamas as they settle down in the classroom with their parents to enjoy a good book.

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: Literacy Committee / All classroom teachers

S.M.A.R.T. Goal: 82% of our 4th grade students will meet or exceed standard on the 4th grade writing WASL (spring 09)

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide explicit instruction including mini lessons, modeling, and conferring	<ul style="list-style-type: none"> All K-5 	Oct – June, 3x week for 30 minutes minimum	Literacy Committee, Principal, Classroom Teachers	The implementation of Writer’s Workshop will provide all staff with a structure emphasizing explicit instruction, modeling and conferring. This will also provide staff with common “writing” vocabulary and create a stronger alignment K-5.
Align 6 traits K-5	<ul style="list-style-type: none"> All K-5 	Spring 2009	Literacy Committee Principal Classroom Teachers	The staff will work together to determine which traits are focused on at each level.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Align use of writing rubrics K-5	<ul style="list-style-type: none"> All K-5 	Spring 2009	Literacy Committee Principal Classroom Teachers	The staff will work together to determine an appropriate writing rubric which will be used at each grade level.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom Observation	K-5 th	Principal	The information would be used to determine the extent of implementation and possibly areas for further P.D.
Collegial Discussions	K-5 th	Classroom Teachers	Discussions will provide support during initial implementation and help us determine which strategies are most effective with our students
Classroom writing samples	K-5	Classroom teachers	Student work samples assessed by pre-determined rubrics will support staff in planning future instruction and possible interventions.

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>	
Writer's Workshop	All Staff	October 29, 2008	This training will allow teachers to understand how the curriculum is set up, and how to structure their classroom in order to implement this new curriculum.
Ongoing Staff Discussions	All Staff	4-5 times throughout the year at staff meetings and in grade level meetings.	Staff will have the opportunity to work with a district literacy coach and each other to discuss best practices related to the implementation of Writer's Workshop.

Note: Please delete or add rows as necessary

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Communication to families	<ul style="list-style-type: none"> • All K-5 families 	Ongoing throughout the year	Literacy Committee, teachers, principal	Information about the implementation of Writer's Workshop will be shared at Curriculum Night, in our school newsletter, and at family literacy night.

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>
Family Engagement	See Family Engagement Plan	See Family Engagement Plan
Science Writing	Increase the percentage of 5 th graders meeting the science standard on the 2009 WASL from 41% to 50%.	In order to meet this goal 5 th grade students will receive explicit expository writing instruction. Students will also participate in science field trips which enhance the science units.

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	Focused small group instruction Homework Prep Analysis of student work and instructional strategies	N/A			
	Basic Facts Practice	\$8,000	No	Baseline tutors	
	Provide extended day support for WASL prep		No	District	
	Math Night	\$500	Yes	Baseline	
Reading	Accelerate reading skills through a specific focus on fluency and comprehension Increase fluency and vocabulary		Resources Secured - Yes	WRC	
	Double dose of guided reading	N/A			
	Frequent Monitoring		Yes	Baseline Tutors	
	Literacy Night	\$500	Yes	Title 1 / LAP	

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
Reading	Family Reading Night	\$500	Yes	Title 1 / LAP	
Writing	Explicit instruction including mini lessons, modeling, and conferring	N/A			

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
PTA	School PTA supports academic programs, extracurricular activities, and classroom activities	Ongoing	\$34,000	PTA	Ongoing
Barnes and Noble	Provides book sale profits to the school, special assemblies, materials, etc.	3-4 times a year	\$2,000 cash and \$1-3,000 resources	Barnes and Noble	1 year
Ameri-Corp WRC	Ameri-Corp provides 3 full time WRC tutors. These tutors provide literacy support for 40-60 students.	Sept – June 4x week			5+ years
CDSA	Provides before and after school daycare	Daily, before and after school			5+ years

Note: Please delete or add rows as necessary