

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year



Schmitz Park Elementary School

Gerrit Kischner, Principal

September 28, 2008



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### Revision History

Revision Number	Date	Comments
1	10/31/2008	Edits by Office of School Improvement
2	12/3/2008	C-SIP Peer Reviews
3	1/8/2009	Edits by Office of School Improvement

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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### 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.*

Our vision at Schmitz Park Elementary School is “*Building a High Performance Learning Community, Together!*” We are committed to providing a school where every child can grow with curiosity, confidence and competence. Each and every Schmitz Park student is taught to learn without limit, individually and collaboratively. Schmitz Park School is consistently characterized by its warm climate, a strong academic program that focuses on communication, foundational skills and holistic learning, and its strong connection with parents and the community.

### 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	<p>According to our 2008 WASL results <b>in math</b>, 39% of our fourth graders did not meet standard and the scores of 42% of our fourth graders dropped from their third grade score. In fifth grade, our students surged with the introduction of Singapore Math, with 17% rise in the number of students meeting standard.</p>	<ul style="list-style-type: none"> <li>❑ We have set a S.M.A.R.T. goal to increase the percentage of students meeting standard in grades four and five by 10 percent and to ensure that all students sustain or improve their level of performance from year to year.</li> <li>❑ We have created math blocks for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders that reduce class size for all students, ensure that the most struggling students receive the smallest grouping and enable greater collaboration among teachers.</li> <li>❑ Our professional development plan emphasizes the consistent implementation of Singapore Math in every grade level, K-5.</li> </ul>
2	<p>According to our 2008 WASL results <b>in reading</b>, 21% of our fourth graders did not meet standard and the scores of 18% of our fourth graders dropped</p>	<ul style="list-style-type: none"> <li>❑ We have set a S.M.A.R.T. goal to increase the percentage of students meeting standard in grades four and five by 10 percent and to ensure that all students sustain or improve their level of performance from year to year.</li> <li>❑ We have expanded our use of the Read Naturally program to include all second graders as well as all third graders.</li> <li>❑ Our professional development plan supports additional training and development of our balanced</li> </ul>

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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	from their third grade score.	literacy program.
3	According to our 2008 WASL results <b><u>in writing</u></b> , 12% of our fourth graders did not meet standard.	<ul style="list-style-type: none"> <li>❑ We have set a S.M.A.R.T. goal to increase the percentage of students meeting standard in grade four for 10 percent.</li> <li>❑ We are piloting the use of the Writers Workshop structure in classrooms throughout the school in order to lay the groundwork for schoolwide implementation.</li> <li>❑ Our professional development plan supports the piloting of Writers Workshop curriculum in several classrooms in order to lay the groundwork for broader implementation in the 2009-10 school year.</li> </ul>
4	According to our enrollment records, <b><u>autism inclusion</u></b> students have not been assigned to Schmitz Park prior to the 2008-09 school year.	<ul style="list-style-type: none"> <li>❑ We have set a set a S.M.A.R.T. goal that children with autism will be included consistently in general education classrooms at least two-thirds of every day as measured by daily records kept by the Special Education Inclusion teacher or aides.</li> <li>❑ We are introducing an inclusion program to support students in the general education classroom throughout the day.</li> <li>❑ We have established a clear plan for educating teachers, students and parents throughout the building on current research in autism and best practices for inclusion.</li> </ul>

*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.*

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Mathematics</b>	The greatest number of students scoring below grade level at Schmitz Park has been in math, and this has also been the area of greatest inconsistency in curriculum throughout the building; our waiver to develop the use of Singapore Math is designed to address this issue.	Increase the percentage of students meeting standard in grades four and five by 10 percent in each of the next three years (Fourth grade: 66% in 2009, 73% in 2010 and 80% in 2011, and Fifth grade: 88% in 2009 to sustain 2008 gain, 97% in 2010 and 100% in 2011) and to ensure that students sustain or improve their level of performance from year to year at a rate that exceeds District averages for "student movement."
<b>Inclusion</b>	The 2008-09 school year is the first for an Autism Inclusion program at Schmitz Park; we need to prioritize the incorporation of this program into every aspect of our practice in order to ensure its long-term success.	Over the course of this first year of our inclusion program, level 3 students will be included consistently in general education classrooms at least two-thirds of every day as measured by the Special Education teacher or aides.
<b>Curriculum Integration</b>	Student engagement and transfer of skills and knowledge increases with rich opportunities for curricular integration in areas such as science, art and social studies.	Increase the percentage of fifth graders meeting standard in science by 10 percent in each of the next three years (80% in 2009, 88% in 2010, and 98% in 2011). In addition, all students in fifth grade will complete the Classroom Based Assessments in Social Studies and Performance Arts by May 2009.
<b>Curriculum Foundations</b>	Building professional learning communities to align our understanding of student work will strengthen our practice in all skill areas; this will require establishing on-going professional development in Writer's Workshop and balanced literacy as well as Singapore Math.	Increase the percentage of fourth graders meeting standard in writing and reading by 5 percent in 2009 (reading to 79%, writing to 91%) and 10 percent in 2010 (reading to 87%, writing to 100%).

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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### **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.*

Schmitz Park's plan reflects the District's strategic plan in three specific areas: curriculum alignment, growing teacher leadership and family participation. Our four focus areas are designed to involve the whole school community in programs central to the academic and social growth of all children.

### **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?*

While ensuring high-levels of instruction for all students, the staff at Schmitz Park strives to monitor student progress through regular formative assessment in order to collect and reflect on data that can drive individualized interventions and enrichment throughout the school day.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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### 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"> <li>• Our school's Building Leadership Team (BLT) includes 6 teachers, (1-kindergarten, 2-2<sup>nd</sup> grade, 1 4<sup>th</sup> grade, and 2 specialists) plus the principal and the head secretary (classified rep).</li> <li>• 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.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; two parents serve on BLT.</li> <li>• Our c-SIP was presented at our PTA meeting on September 18, 2008 and our Family Math Night on October 16, 2008. Parent input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.</li> </ul>
	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.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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

### Technology

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: SCHOOL OVERVIEW

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

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

### **Title I status**

This school does not receive Title I funds.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Math

**Lead Responsibility:**

Principal, Math Team

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

Increase the percentage of students meeting standard in grades four and five by 10 percent in each of the next three years (Fourth grade: 66% in 2009, 73% in 2010 and 80% in 2011, and Fifth grade: 88% in 2009 to sustain 2008 gain, 97% in 2010 and 100% in 2011) and to ensure that students sustain or improve their level of performance from year to year at a rate that exceeds District averages for “student movement.”

### 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>
Math blocks for grades 3-5	<ul style="list-style-type: none"> <li>All students benefit, target is level 1 and 2 students (approx. 10 per grade) who will receive small-group instruction.</li> </ul>	Daily	Principal & grade-level teams	Math blocks will employ flexible, small grouping made possible by the hiring of a .6 math specialist who will teach a group of 10 students at each grade level, 3-5. This strategy requires that math instruction occur at the same time of day within each grade and that all three teachers (the two homeroom teachers plus the math specialist) collaborate regularly to ensure curriculum alignment, homework consistency, and appropriate grouping of students.

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### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Model drawing	<ul style="list-style-type: none"> <li>All students</li> </ul>	Daily/Weekly depending on grade level	Math Team	This strategy is a fundamental piece of the Singapore Math curriculum. Teachers are working consistently at all grade levels to ensure that students build their conceptual understanding of problems and communicate them clearly. In order to maintain this focus, regular professional development time has been established to facilitate teachers' mastery of this strategy.
Math fact mastery	<ul style="list-style-type: none"> <li>All students</li> </ul>	Monthly	Principal	This program seeks to involve all students in practicing grade-level math facts and proving their mastery on a monthly basis.
Data team analysis	<ul style="list-style-type: none"> <li>All students</li> </ul>	Twice monthly	Principal, BLT	Regular analysis of student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction
Individual tutoring (LAP)	<ul style="list-style-type: none"> <li>Level 1 and 2 students</li> </ul>	Twice weekly	Teri Korsmo	LAP and PTA-supported tutors target individual students using regular classroom assessments to provide 1:1 practice.
After-school extension	<ul style="list-style-type: none"> <li>5<sup>th</sup> grade</li> </ul>	Weekly	Craig Parsley	Math booster class provided for final preparation for middle school transition.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math Assessments	All students, grades 1-5 Beginning, mid-year and end-of-year	Principal, classroom teachers	Teachers will use test results to track student progress according to state standards and ensure close alignment between state standards and Singapore Math curriculum. Additionally, teachers will develop Student Learning Plans for students not performing at proficiency levels.
Singapore Math unit assessments	All students at the beginning and end of each Singapore Math unit (2-3 weeks)	Classroom teachers, math specialist	Teachers will use the Singapore Math unit assessments to identify specific skills to target in instruction.
WASL Math	All students, grades 3-5	Principal	The WASL provides administration, teachers and families with individual assessment data as well as school-wide improvement trends.

### 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	Twice monthly	Regular opportunities for classroom teachers to collaborate, analyze student data, align instructional practice, and identify student movement.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Math Team training	All teachers	Twice monthly	Math Team will plan and deliver instruction in Singapore Math curriculum to staff as a whole on a regular basis to ensure consistency of implementation throughout the school.
Singapore Math training	All teachers	Summer, occasionally through year	These are intensive seminars for teachers in the structure and strategies of the Singapore Math curriculum.

#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family Math Night	<ul style="list-style-type: none"> <li>• All families</li> </ul>	October 16, 2008	Math team	This opportunity is designed to introduce families to the expectations and structure of Singapore Math and to help parents learn how best to help their children at home.
Home Instructors Guide	<ul style="list-style-type: none"> <li>• All families</li> </ul>	All year	PTA, Classroom teachers	This guide provides the basis for regular communication with families about the students' work in class. The PTA is facilitating the purchase and distribution of these books to all families.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Inclusion

**Lead Responsibility:**

Principal, Special Education staff, Counselor

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

Over the course of this first year of our inclusion program, level 3 students will be included consistently in general education classrooms at least two-thirds of every day as measured by daily records kept by the Special Education Inclusion teacher or aides.

### 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>
Teaming	<ul style="list-style-type: none"> <li>All students</li> </ul>	Weekly	Julie Way	Teaming will be necessary in order to maintain clear communication with general education teachers about the needs of Inclusion students as well as the overall accessibility of the classrooms and curriculum. General education teachers will meet with the Autism Inclusion teacher and aides by grade level on a weekly basis.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Lunch buddies	<ul style="list-style-type: none"> <li>• Third grade</li> </ul>	Weekly	Julie Way	Friendship circles will enable Inclusion students and typical peers to interact in a structured, supportive environment for lunch on a weekly basis.
Social skills instruction	<ul style="list-style-type: none"> <li>• K-2 students</li> </ul>	Twice monthly	Alben Tufel	Class meeting led by the counselor trains students in inclusive language and pro-social skills.

#### 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>
Teacher record	Inclusion students, daily basis	Julie Way	Daily records, sent home and maintained at school, provide a running view of each student's work through each day. Students use visual clues to guide their behavior and reactions.
Discipline record	All students	Principal	Track incidents of bullying and exclusion for the purpose of understanding where and when incidents occur.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### 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 meetings	All staff	Three hour focus on Autism during August TRI days. Monthly focus on Inclusion issues during staff meetings.	The purpose of this training will be to involve the whole staff in the accommodations necessary for students with autism as well as to align schoolwide expectations for inclusive language and programs.
Expert seminars on Autism	Special Education staff, including OT, SLP, Counselor	Weeklong training over summer, plus seminars in October.	These seminars will provide current training in Autism Spectrum Disorder and best practices for inclusion for all staff working closely with Inclusion students.

### 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>
Parent Information Night	<ul style="list-style-type: none"> <li>All families</li> </ul>	September 17, 2008	Principal, PTA	This information night was designed to provide parents with a general overview of autism and an inclusion program as well as training in strategies for supporting the program with their typically developing children (e.g. lunch buddies).

**2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 2: MAJOR FOCUS AREAS**

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Special Education Advisory Committee	<ul style="list-style-type: none"> <li>• Special Education families</li> </ul>	Monthly	Principal	Regular monthly meetings between the principal, special education team, and parents to review program support and plan programs for inclusion.

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# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Curriculum Integration

**Lead Responsibility:**

Principal, Art Committee, Grade-level teams

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

Increase the percentage of fifth graders meeting standard in science by 10 percent in each of the next three years (80% in 2009, 88% in 2010, and 98% in 2011). In addition, all students in fifth grade will complete the Classroom Based Assessments in Social Studies and Performance Arts by May 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Environmental education	<ul style="list-style-type: none"> <li>All students, grades 4-5</li> </ul>	School year	Classroom teachers	This program is expanding with an October experience at Islandwood, on-site garden and weather station, and other ongoing full-grade experiences.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Art instruction (drawing)	<ul style="list-style-type: none"> <li>All students, K-5</li> </ul>	Twice monthly per classroom	Beverly Harding-Buehler	These are a series of twelve lessons per grade level designed to introduce students to a wide ranges of drawing techniques and to train teachers in ongoing art instruction methods. Drawing skills are identified as a critical skill for depicting scientific observation and modeling as well.
Musical performance	<ul style="list-style-type: none"> <li>All students, K-5</li> </ul>	Regular practice throughout school year, performance in May.	Liz Dunn	Every student at Schmitz Park receives weekly lessons in general music. The curriculum is based on the National Standards for the Arts and includes lessons covering the basic elements of music; beat, rhythm, form, tempo, dynamics, style, pitch, timbre, melody, harmony and notation. All students also perform vocally at various assemblies throughout the year. In addition to classroom music students have the opportunity to participate in music Special Programs. This is our yearly musical production which on average involves 175-200 students. The children produce a full length musical with complete staging and choreography. The skills build logically to the CBPA expected for fifth grade.

#### **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?*

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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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>
Science journals	All students	Classroom teachers	Evaluation of student observation and reporting skills.
Drawing journals	All students	Classroom teachers	Ongoing record of student drawing and experimentation with technique.
WASL (Science)	Fifth grade	Principal, Classroom teachers	Track class-wide improvement from year to year on the Science WASL.
CBA/CBPA	Fifth grade	Fifth grade teachers, Liz Dunn	Begin by observing issues and challenges with administration and completion of the social studies CBA and the performing arts CBPA.

### 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>	
Artist in residence	All staff	Twice monthly, in conjunction with in-class work	The artist in residence will train teachers in the use of each of twelve lessons for their grade level.
CBA training	Fifth grade teachers	October 10 <sup>th</sup>	Training in the structure and administration of the social studies CBA.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Science writing	Classroom teachers as needed	Workshop	Science writing is the key piece to integrate the experiences students have with the NSF kits.
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#### 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>
Art Committee	<ul style="list-style-type: none"> <li>• All families</li> </ul>	On-going	Principal, PTA	Provide ongoing support for the development of the art curriculum.
Musical Committees	<ul style="list-style-type: none"> <li>• All families</li> </ul>	On-going	Liz Dunn	Parent volunteers are used to help with sets, costumes and other production logistics making the Spring Musical a full community effort.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #4: Curriculum Foundations

**Lead Responsibility:**

Principal, Building Leadership Team, Grade-level teams

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

Increase the percentage of fourth graders meeting standard in writing and reading by 5 percent in 2009 (reading to 79%, writing to 91%) and 10 percent in 2010 (reading to 87%, writing to 100%).

#### 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>
Read Naturally	<ul style="list-style-type: none"> <li>All students in grades 2 &amp; 3, plus students scoring below grade level in grades 4 &amp; 5.</li> </ul>	Weekly	Teri Korsmo	This program provides individualized reading instruction targeting fluency and comprehension skills. Tutors facilitate student use of the program and help students to set goals on their reading progress.
Sound Partner tutors	<ul style="list-style-type: none"> <li>K-1 students below grade level</li> </ul>	Twice weekly	Teri Korsmo	A 1:1 tutoring experience incorporating supplemental decoding instruction to aid students in developing greater reading proficiency.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Writers Workshop pilot	<ul style="list-style-type: none"> <li>Students in four classrooms</li> </ul>	On-going	Principal	Experimentation with the expectations and structure of the writers workshop program, focusing especially on personal narrative and essay units of study.

#### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA	All students, K-2	Classroom teachers	This assessment provides data on students' performance levels, reflects progress over time and provides information needed to design classroom reading instruction, additional support and enrichment.
Read Naturally	All students, grades 2 & 3	Teri Korsmo	This assessment provides on-going tracking of student progress in fluency and comprehension skills.
WASL	All students, grades 3 -5	Principal	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Writers workshop training	Pilot teachers	On-going support through pilot units	The Writers Workshop program provides an opportunity for students to learn the writing process through the modeling by the teacher of the writing process and by frequent and varied opportunities to practice writing skills using their own knowledge and experiences. Professional development to support this program allows teachers to practice the actual skills included in the mini-lessons and prepare their own writing to share.
Balanced Literacy	All teachers	Monthly data team support	Use of monthly data team time to develop a focus on an element of balanced reading instruction.

### 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>
Young Authors Celebration	<ul style="list-style-type: none"> <li>• All families</li> </ul>	Once per year	Judy Lybecker	This school-wide celebration showcases student writing throughout the building.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 3: OTHER AREAS OF FOCUS

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#### 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.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<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>
Technology	Develop a K-5 curriculum continuum of computer skills.	This program is designed to provide regular, hands-on instruction in computer keyboarding and applications.
Physical Education	Expand participation in Special Programs designed to involve students in setting and achieving "personal best" records.	Use of enrichment period at the end of the day to include students in a wide range of individualized challenge programs in track, unicycling, rock-climbing and jump-roping.
Student Engagement: Passport	Increase student "pass" rates on mastery of geographic knowledge and expand program to include cultural exposure and understanding.	The Passport Program is a long-standing program at Schmitz Park that involves parent volunteers to track student mastery of geographic knowledge on a monthly basis.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 4: 2008-9 KEY BUDGET INFORMATION

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#### 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
<b>Math</b>	Singapore Math: Professional development	\$2,500	Y	Baseline and Pay-for-K	
	Singapore Math: textbooks, professional dev.	\$7,500	y	PTA	
<b>Curriculum foundations</b>	Read Naturally tutors	\$48,000 + 3,400	Y	PTA and LAP	
	Young Authors Celebration	\$2,200	Y	PTA	
	DRA	\$4,900	Y	Baseline and Pay-for-K	
<b>Curriculum integration</b>	Artist in Residence	\$25,500	Y	PTA	
	Environmental education: Islandwood	\$10,000	Y	PTA	
	Science materials	\$5,000	Y	PTA	
	Passport Program	\$500	Y	PTA	

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 5: SCHOOL PARTNERSHIPS

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#### 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
Schmitz Park PTA	Includes parent ed.	Once per month			
Friends of Schmitz Park	This non-profit organization is dedicated to the stewardship of Schmitz Park, perhaps the only old-growth urban forest remaining in Seattle.	On-going			