

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Stevens Elementary  
Jenniffer Reinig, Principal  
September, 2008



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### Revision History

Revision Number	Date	Comments
1	9/24/08	For approval by Staff
2	9/26/08	For Submission
3	10/31/2008	Edits by Office of School Improvement
4	12/9/2008	C-SIP Peer Reviews
5	1/8/2009	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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### 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.*

“At Stevens we work to create an environment that challenges each child to reach his or her potential by encouraging academic excellence, embracing diversity, and teaching social responsibility”

We recognize that every member of the Stevens Community – teachers, staff, families, and students – play an important role in our success. We value collaboration and open communication as integral parts to this work.

### 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	Math: Across tested grade levels, the strands of measurement and geometric sense are consistently lower as measured by WASL	Though all mathematical strands will be closely monitored, we will be especially aware of opportunities to address the strands of measurement and geometric sense. Data Team conversations will focus on these strands as appropriate, and lessons in EDM which focus on these strands will be highlighted.
2	Literacy: With the exception of 5 <sup>th</sup> grade WASL, reading scores have remained fairly consistently high over the last several years – generally above district and state standards.	Continuation of strategies that have proven to be successful. More targeted efforts at grade levels/strands in need of support.
3	Building Culture: Overall, family, staff, and student level of satisfaction remains high.	Continued emphasis on communication and collaboration. Additional focus on systems and procedures to facilitate clear and ongoing communication.

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

## SECTION 1: OVERVIEW

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Insight	How is this insight addressed in our C-SIP?
<p><b>4</b> Meeting the Needs of All Learners: Each year, approximately 100 Stevens students are tested for Advanced Learning programs. Of these, many qualify, and of those, many choose to remain at Stevens. Additionally, approx. 20% of our students come from homes in which English is not the first language, and many others qualify for special education services.</p>	<p>Specific programs are utilized in order to create additional learning opportunities for all levels of learners. Staff will also participate in ongoing conversations and professional development opportunities in order to build upon existing strategies for differentiation within classrooms.</p>

*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

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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
Math	Connection with the SPS Strategic Plan. WASL findings.	Increase the percentage of 3 <sup>rd</sup> -5 <sup>th</sup> grade students meeting math standards to 73% in 2008-09, an increase from 66% in 2007-08. This includes moving at least 6 returning students from level 1 to level 2, and at least 5 returning students from level 2 to level 3, on the math WASL.
Literacy	Continuation and further development of work started in previous years.	<p>Increase the percentage of 3<sup>rd</sup>-5<sup>th</sup> grade students meeting reading standards to 80% in 2008-09, an increase from 72% in 2007-08. This includes moving at least 3 returning students from level 1 to level 2, and at least 8 returning students from level 2 to level 3, on the reading WASL.</p> <p>Increase the percentage of 4<sup>th</sup> grade students meeting writing standards to 80% in 2008-09, an increase from 77% in 2007-08.</p> <p>Increase the percentage of 1<sup>st</sup> and 2<sup>nd</sup> grade students meeting grade level standard on the Spring DRA to 90% in 2008-09, an increase from 84% in 2007-08.</p>

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

## SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Building Culture</b>	Several years (and leadership changes) since this has been a significant focus. Data suggests a need to focus on students who are new to Stevens in order to improve discipline data, student performance, etc.	<p>The percentage of families rating Stevens as “Excellent” will increase from 60% in Spring, 2008 to 70% in Spring, 2009 as measured by yearly family surveys.</p> <p>The average rating (on a scale of 1-5), for “Professional Climate” on yearly staff surveys will increase from 4.37 in Spring, 2008 to 4.5 in Spring, 2009.</p>
<b>Meeting the Needs of All Learners</b>	Each year, approximately 100 Stevens students are tested for Advanced Learning programs. Of these, many qualify, and of those, many choose to remain at Stevens. These students, along with our ELL and special education students, deserve our focus in order to meet each of their needs within our classrooms.	In order for all students to advance academically, all teachers will be able to articulate teaching strategies and other supports that are being utilized to meet the needs of all learners within their classroom. Specifically, we will focus on our approaches with advanced learners, ELL students, as well as those who receive special education services.

### 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.*

<p><b>Math:</b> Supports overall district goal of 80% of 7<sup>th</sup> grade students meeting or exceeding math standards over the next five years.</p> <p><b>Literacy:</b> Supports overall district goal of 88% of third grade students meeting or exceeding reading standards over the next five years.</p> <p><b>Building Culture:</b> Ties with the district’s strategies of Ensuring Excellence in Every Classroom, Strengthening Leaders System-Wide, and Engaging Stakeholders</p> <p><b>Meeting the Needs of all Learners:</b> Ties with the district’s strategies of Ensuring Excellence in Every Classroom</p>
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# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### **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?*

School-wide Professional Development is on-going, and varied in process and delivery. Staff members work to better understand and implement areas of curriculum and best practices in instruction, in order to positively impact each of the above focus areas.

Additionally, we work to include Stevens families and community members in all school conversations as appropriate. By including family and community voices on key teams and committees, and by fostering regular and open communication, we ensure that all participants at Stevens are working toward these common areas of focus.

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

## SECTION 1: 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>

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

## SECTION 1: 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 Building Leadership Team (BLT) includes one first grade teacher, one fourth grade teacher, one special education teacher, principals, administrative secretary and librarian.</li> <li>• Our BLT leads the process of comprehensive school review including studying data including 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, staff, site council, and PTA.</li> <li>• Our C-SIP was shared with our PTA presidents. Throughout the school year the C-SIP will be shared with the Site council (which is made up of parent and community representative) and the PTA body and their input will be included in our on-going C-SIP refinement. Our Site Council and PTA body include 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.

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

## SECTION 1: 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.

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

## SECTION 1: 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.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Mathematics

**Lead Responsibility:** Principal Jenniffer Reinig, and Math Teacher leaders Nicole Weinstein, Kevin Peterson, and Glory Wilson

**S.M.A.R.T. Goal:** Increase the percentage of 3<sup>rd</sup>-5<sup>th</sup> grade students meeting math standards to 73% in 2008-09, an increase from 66% in 2007-08. This includes moving at least 6 returning students from level 1 to level 2, and at least 5 returning students from level 2 to level 3, on the math WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Increase the length of math blocks as necessary in order to provide effective implementation of Everyday Math curriculum (60 minutes minimum at each grade level)	<ul style="list-style-type: none"> <li>All students, as there will be additional time for students to master and internalize the mathematical content as delivered though EDM.</li> </ul>	Daily, within designated math blocks	Classroom Teachers, as well as math teachers and support staff	A scheduling committee met during the summer, with the charge of guaranteeing sufficient math blocks for each grade level. All classrooms will receive the necessary amount of time to effectively implement EDM lessons. This block schedule will be in place for the duration of the school year, and will be reviewed for 2009-2010.

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

### SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Improve the Teacher-to-Student Ratio during Math blocks across grade levels	<ul style="list-style-type: none"> <li>All students will benefit from additional certificated math support on a daily basis.</li> </ul>	Daily, during 60+ minute math blocks	Principal, Math Teachers, Classroom Teachers	Through the support of PTA, two additional certificated teachers support students and teachers during math blocks, reducing class sizes during this time from 25 to approx. 16-17.
Provide opportunities for enrichment through the use of a mathematician-in-residence	<ul style="list-style-type: none"> <li>Those at and above grade level standard across grade levels</li> </ul>	Weekly sessions of approximately 30 minutes, throughout the course of the school year	Principal, Classroom Teachers, Mathematician in Residence	Through the support of PTA, a business professional with an extensive background in mathematics will extend learning opportunities for those students ready to move beyond the general curriculum. The focus will be on “real-world” application of skills and strategies discussed in class.
Provide additional opportunities for mathematical/critical thinking skills through the adoption of the First Move chess program	<ul style="list-style-type: none"> <li>All second and third grade students</li> </ul>	1 hour per week in each 2 <sup>nd</sup> and 3 <sup>rd</sup> grade classroom will be designated for chess instruction.	Teacher John Carroll, and the 2 <sup>nd</sup> and 3 <sup>rd</sup> grade teachers	A research-based model that has been adopted by several schools within the district, First Move will teach students chess skills, and enhance skills related to logic and critical thinking.
Utilize the Data Team model to identify specific areas of needs among students	<ul style="list-style-type: none"> <li>All students, based on individual identified needs on specific skills</li> </ul>	Data teams will meet regularly (approx. every 4-6 weeks).	Principal, Classroom Teachers, and Support Staff	Grade level-alike teams meet to analyze and discuss data related to individual student progress on specific mathematical skills and strands. Instructional decisions will be collaboratively made in order to move students forward.

Note: Please delete or add rows as necessary.

# 2008-10 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
Family/Teacher/Student perception survey	Intermediate students, all teachers and families	Principal, PTA and Teacher Leaders	By assessing perceptions related to the improved Teacher-to-Student ratio during math blocks, we will be able to make informed decisions regarding resource allocation for future years.
SPS Fall, Winter, and Spring Math Assessments	All students in grade 1-5, in fall, winter, and spring	Principal and Teacher Leaders, Classroom and Math Teachers	By assessing student performance throughout the course of the school year, we will be able to make informed decisions regarding resource allocation for future years as well as decisions regarding instruction for individual students.
Regular Classroom Based Assessments	All students in grades K through 5, ranging in frequency from daily check-ins to unit-based assessments.	Classroom Teachers, Math Teachers, and Support Staff	By using agreed-upon assessment tools and the data-team protocols, teachers will work to pinpoint specific areas of need in the students, and focus instruction on these needs.

**Note:** Please delete or add rows as necessary

# 2008-10 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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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-Sponsored EDM trainings	All certificated staff who teach mathematics	Beginning in September and 3 additional times throughout the school year (2 hours each session)	Facilitated by building math teacher leaders, and in partnership with Montlake Elementary and district math coaches
First Move Chess training	2 <sup>nd</sup> and 3 <sup>rd</sup> grade teachers	3 hours in September, and on-going follow up training throughout the school year	Teachers will become familiar with the basics of the First Move program, and will be supported by a Teacher Leader within the building.
EDM Leadership Training	Math Teacher	Summer, 2008	An extension training provided by EDM publishers, focusing on additional strategies to better implement EDM

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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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>
Regular articles in weekly family newsletters	<ul style="list-style-type: none"> <li>• All families</li> </ul>	At least once per month	Math teacher	By communicating ways to support students at home, updates on progress and assessments, etc. we will be able to keep families' attention on the priority of mathematics
Presentations at PTA meetings	<ul style="list-style-type: none"> <li>• All families</li> </ul>	At least twice per year	Math Teachers	By communicating ways to support students at home, updates on progress and assessments, etc. we will be able to keep families' attention on the priority of mathematics
Math Games Night	<ul style="list-style-type: none"> <li>• All families</li> </ul>	One evening in November	Chris Wilkie and Jeanine Snowden, classroom teachers	An opportunity for all families to come together to play math-related games that build upon strategies and skills taught within the classroom (basic skills, problem solving, critical thinking, logic, etc.)

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Literacy

**Lead Responsibility:**

Principal Jenniffer Reinig, Librarian Tenny Canning, and LAP teacher Rita Marlowe

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

Increase the percentage of 3<sup>rd</sup>-5<sup>th</sup> grade students meeting reading standards to 80% in 2008-09, an increase from 72% in 2007-08. This includes moving at least 3 returning students from level 1 to level 2, and at least 8 returning students from level 2 to level 3, on the reading WASL.

Increase the percentage of 4<sup>th</sup> grade students meeting writing standards to 80% in 2008-09, an increase from 77% in 2007-08.

Increase the percentage of 1<sup>st</sup> and 2<sup>nd</sup> grade students meeting grade level standard on the Spring DRA to 90% in 2008-09, an increase from 84% in 2007-08.

**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

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Strategy	Target Students	Timing	Lead	Description
Continued School Wide Implementation of Instructional Best Practices related to Literacy	<ul style="list-style-type: none"> <li>All Students will benefit from increasingly intentional and explicit instruction related to reading and writing</li> </ul>	Daily instruction in literacy blocks, as well as throughout the day	Classroom Teachers, Librarian, Literacy Teachers, Support Staff	<ul style="list-style-type: none"> <li>GLAD</li> <li>NUA</li> <li>Comprehension Toolkit</li> <li>Daily Five</li> </ul>
Utilize school-, district-, and community-based resources to motivate students to read and write	<ul style="list-style-type: none"> <li>All Students will be highly encouraged to participate in at least one of the identified programs</li> </ul>	Ongoing, throughout the school year	Librarian, Classroom Teachers	<ul style="list-style-type: none"> <li>Young Authors Conference/Day</li> <li>Global Reading Challenge</li> <li>School Wide Reading Calendars</li> <li>1,000,000 Words Campaign</li> </ul>
Utilize certificated and classified support staff to improve the Teacher-to-Student Ratio during literacy blocks	<ul style="list-style-type: none"> <li>All students will benefit from additional literacy support on a daily basis.</li> </ul>	Daily, during 60 minute literacy blocks	Principal, Literacy Teachers, Classroom Teachers, Support Staff	By increasing the number of teaching staff working with students during identified literacy blocks, we effectively reduce the class size to under 20 students.
"Pilot" Writers Workshop Model with interested staff	<ul style="list-style-type: none"> <li>Those students in participating classrooms</li> </ul>	Overview in August, ongoing opportunities throughout the school year as provided by the district	Principal	Utilize building funds to purchase copies of the "Units of Study" curriculum. Interested teachers utilize major ideas and components of the curriculum in order to become familiar with the Writers Workshop model, with support as available from the principal, district, and one another.

**Note:** Please delete or add rows as necessary.

# 2008-10 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>
DRA	Grade K-2 students in fall, winter, and spring	Primary classroom teachers with the assistance of support staff	Will be used to prioritize student needs for student services (tutoring, LAP support, etc.) and also to inform instruction
Scholastic Reading Counts	All Students will participate in the Student Reading Inventory in the fall, and will participate in Reading Counts book quizzes as appropriate and available	Classroom Teachers, Literacy Teachers, Librarian, and Educational Technology leaders	Teachers will be able to use baseline data, as well as ongoing quizzes to support students in their independent reading choices and development of skills/strategies. Baseline information may also be used to prioritize need for student services, inform instruction.
Ongoing classroom assessments (ie – reading/writing conferences, daily work and discussions, classroom based quizzes and written assessment)	All students, on a regular and ongoing basis	Classroom Teachers, Literacy Teachers, and Support Staff	Daily assessment provides opportunities for teachers to understand specific and current needs of each student, and make appropriate instructional decisions to guide their teaching

**Note:** Please delete or add rows as necessary

# 2008-10 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>	
Units of Study/Writers Workshop Conversations and Training	All interested teachers	Beginning in August and ongoing throughout the school year as available	As we work to familiarize ourselves with the Writers Workshop model, we will do what we can "in house" to deepen our understanding. We will also be counting on the support from district level leaders in order to further this practice within the school.
Reading Counts Follow Up Trainings	All teachers	As needed to further develop teacher skills and usage of the program, as well as an awareness of the program potential	Facilitated by teacher leaders within the building, based on current needs of the staff
GLAD Training	Teachers who have not yet received training	Still being scheduled by the district, possibly February 2009	We have offered to be a host site to maximize the impact of the training on Stevens staff. Approximately 70% of the Stevens Instructional Staff have already received training, and we hope to increase this percentage this year.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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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>
Reading Calendars	<ul style="list-style-type: none"> <li>All Stevens Families</li> </ul>	Monthly calendars, filled out daily throughout the school year	Librarian, Classroom Teachers	All students are provided with an “At Home Reading Calendar” to track their reading outside of the school day. Helps to meet the expectation of a minimum of 20 minutes of nightly reading.
Book-It Reading Performances	<ul style="list-style-type: none"> <li>All families are invited</li> </ul>	2 to 3 performances per year, based on available funding	Librarian	An opportunity for students and families to enjoy a literature-based performance by a local theatre group dedicated to bringing literature to life.
Monthly articles in family newsletters	<ul style="list-style-type: none"> <li>All families</li> </ul>	At least once per month	Librarian	By communicating ways to support students at home, updates on progress and assessments, etc. we will be able to keep families’ attention on the priority of literacy.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Building Culture

**Lead Responsibility:**

Principal Jenniffer Reinig

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

The percentage of families rating Stevens as “Excellent” will increase from 60% in Spring, 2008 to 70% in Spring, 2009 as measured by yearly family surveys.

The average rating (on a scale of 1-5), for “Professional Climate” on yearly staff surveys will increase from 4.37 in Spring, 2008 to 4.5 in Spring, 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>
Develop systematic procedures for tracking student behavior and communication between staff and families regarding individual students	<ul style="list-style-type: none"> <li>Available for all students. Will be especially important for students who demonstrate behavior which consistently interfere with their learning.</li> </ul>	Used and evaluated throughout the school year.	Principal and all staff	Students Assist Forms, modeled after SWIS documents, were modified to meet the needs of Stevens Elementary. The form will be utilized to identify patterns of student behavior, and provide targeted interventions as needed.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Form a "Behavior Plan" committee to explore and discuss common school expectations, consequences, etc.	<ul style="list-style-type: none"> <li>• Will benefit all students</li> </ul>	Beginning in Summer, 2008 and continuing throughout the school year	Principal and committee members	The group will lead discussion with staff regarding common language and expectations of student and adult behavior.
Continue to provide opportunities for staff to collaborate on subjects or topics of common interest (ie – book studies, classroom visits, PD opportunities, etc.)	<ul style="list-style-type: none"> <li>• All students will benefit from continued learning and conversation between all teachers and staff members</li> </ul>	Ongoing throughout the school year	Principal, with participation of all staff	Respond to needs and interests of staff members by creating opportunities for shared learning and collaboration between staff. Work proactively to provide resources for anticipated needs.
Continue to develop methods for clear and effective communication amongst staff	<ul style="list-style-type: none"> <li>• All students will benefit from teacher and staff sharing common understandings of building issues.</li> </ul>	Ongoing throughout the school year	Principal, BLT, and participation of all staff	Provide opportunities for discussion and input from staff regarding "big" and day-to-day decision making. Utilize the Building Leadership Team to ensure all voices are being heard.

**Note:** Please delete or add rows as necessary.

# 2008-10 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>
Observational Data on number/frequency of staff member participation in “optional” collaboration opportunities and professional development	All students in classrooms of participating teachers	Principal, participating teachers	Informal data-gathering as to the frequency of application of new teaching skills, strategies.
# of Student Assist Forms for individual students	Available for all students	Principal and all staff	By tracking student behavior patterns, we will be able to implement appropriate interventions, and ultimately increase the success of individual students.

**Note:** Please delete or add rows as necessary

# 2008-10 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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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>	
Professional Text groups, regular conversation between and among teachers	All interested staff	At least three opportunities throughout the year to discuss professional texts and share related classroom experiences	Staff will be given the opportunity to select areas of interest, receive related professional text, and meet regarding their learning/topic. Classroom visitations will also be encouraged to better understand one another's strategies related to the topic.
Ongoing conversation and Evaluation regarding common expectations and Student Assist Forms	All staff	Beginning in August, and ongoing throughout the school year at weekly staff meetings as appropriate	The Behavior Plan committee will facilitate ongoing dialogue regarding students expectations, communication, and follow through.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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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>
Bullying Forms	<ul style="list-style-type: none"> <li>All families</li> </ul>	Will be sent home in September and returned from each student	Principal	Each student will be asked to work with their families to read and sign an “anti-bullying pledge” in order to provide clarity/commonality on the definition and expectations regarding bullying.
Parent Handbook, and regular updates through Weekly Newsletter	<ul style="list-style-type: none"> <li>All families</li> </ul>	Beginning in September, and at least monthly	Principal	As topics arise and updates are made, we will communicate decisions to all families through the newsletter.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #4: Meeting the Needs of All Learners

**Lead Responsibility:** Principal Jenniffer Reinig

**S.M.A.R.T. Goal:** In order for all students to advance academically, all teachers will be able to articulate teaching strategies and other supports that are being utilized to met the needs of all learners within their classroom. Specifically, we will focus on our approaches with advanced learners, ELL students, as well as those who receive special education services.

#### 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>
Extended-Day tutoring	<ul style="list-style-type: none"> <li>Those students below grade level</li> </ul>	Ongoing, throughout the school year	Tutoring Coordinator	Small group and one-on-one support for struggling readers, several volunteer tutors through the University of Washington. Training for volunteers is provided, and programs will be utilized based on the specific needs of students (ie – Read Naturally, extended math opportunities, etc.)

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide opportunities for enrichment through the use of a mathematician-in-residence	<ul style="list-style-type: none"> <li>Those at and above grade level standard across grade levels</li> </ul>	Weekly sessions of approximately 30 minutes, throughout the course of the school year	Principal, Classroom Teachers, Mathematician in Residence	Through the support of PTA, a business professional with an extensive background in mathematics will extend learning opportunities for those students ready to move beyond the general curriculum. The focus will be on “real-world” application of skills and strategies discussed in class.
School Day Tutoring	<ul style="list-style-type: none"> <li>Students identified by classroom teachers and assessment data as needing additional support</li> </ul>	1-2 times per week, for a minimum of 15 minutes, as determined by student need	LAP teacher (to coordinate schedules, etc.)	Two hourly tutors are utilized to support struggling students in the areas of math and literacy.
After School Enrichment Activities	<ul style="list-style-type: none"> <li>All interested students</li> </ul>	Three 12-week sessions throughout the school year	PTA, Principal	An opportunity for students to explore arts, chess, music, math games, sports, and other areas of enrichment that may not occur as frequently during the school day.
Implementation of Best Practices related to differentiated instruction within classrooms	<ul style="list-style-type: none"> <li>All students</li> </ul>	Daily, within classrooms	Principal, Classroom Teachers and Support Staff	Teachers will continue to develop and implement strategies for meeting the varying needs of all students within their classrooms.

**Note:** Please delete or add rows as necessary.

# 2008-10 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<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>
Family Perception Survey	All Students	Principal	We will use families perceptions of how well their students' need are being met to guide future decisions regarding programs, etc.
Pre/Post testing	All students involved in tutoring programs	Tutoring Coordinator, Tutors	Students will participate in a pre-/post-test aligning to the areas of work that they are receiving tutoring for. Results will be used to determine any additional needs for tutoring, modifications to program, etc.
Classroom Observation/Conversations among teachers	All students	Principal, Classroom Teachers	Through observation and dialogue, we will measure which/how many/how often specific strategies are being utilized for differentiation within classrooms (ie – compacting, independent study, etc.) and the degree to which these strategies are positively impacting learners of every level and ability.

**Note:** Please delete or add rows as necessary

# 2008-10 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>	
All-Staff book study of "Meeting the Needs of Gifted Learners...."	All Certificated Staff	Initial conversation in August, with follow ups throughout the school year during regularly scheduled Professional Development time.	Staff will use the text as a basis for conversation and ideas that will be incorporated into their own classroom structures and instruction.

**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>
Newsletter Articles	<ul style="list-style-type: none"> <li>• All families</li> </ul>	At least three times throughout the school year	Principal, Classroom teachers	Specific practices will be described to families through newsletter articles, based on what is happening in various classrooms throughout the school

**Note:** Please delete or add rows as necessary

## 2008-10 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>
Science	<ul style="list-style-type: none"> <li>- develop a deeper understanding of specific strands of Science WASL and how they align with instruction</li> <li>- Measure gains in the 2008 science WASL</li> </ul>	<ul style="list-style-type: none"> <li>- Provide resources for intermediate classroom teachers related to the science WASL and specific strands</li> <li>- Utilize additional science resources as available and appropriate</li> <li>- Encourage additional teacher attendance at district-sponsored science writing professional development</li> </ul>
Cultural Competency	<ul style="list-style-type: none"> <li>- continue to develop the school's Equity Team in order to identify and implement strategies for closing the education gap</li> </ul>	<ul style="list-style-type: none"> <li>- Establish a lead for Equity Team conversations</li> <li>- Establish regular meeting times for Equity Team</li> <li>- Establish a specific focus for the team's work in 2008-09, and work to implement identified strategies</li> </ul>

**Note:** Please delete or add rows as necessary

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

### SECTION 4: 2008-10 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
MATH	Professional Development Opportunities (ie – EDM leadership training)	\$500	Y	Discretionary Funds	
	Additional math teachers to improve teacher-to-student ratio during math instruction	Approx. \$140,000	Y	PTA	
	Mathematician in Residence	Approx. \$20,000	Y	PTA	
	Extra Time/Substitutes for Teachers to attend PD, participate in extended data team conversations, etc.	\$2000	Y	Discretionary Funds	
LITERACY	Textual Materials (Units of Study, Professional Texts)	\$1000	Partially, remainder expected with carry forward funds	Discretionary Funds	
	Extra Time/Substitutes for Teachers to attend PD, participate in extended data team conversations, etc.	\$2000	Y	Discretionary Funds	
	Professional Development Opportunities (ie- IRA conference)	\$500	Y	Discretionary Funds	

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

<b>Major Focus Area</b>	<b>Strategy</b>	<b>2008-09 Budget</b>	<b>Funds Secured? (Y/N)</b>	<b>Funding Source</b>	<b>Impact to Other Programs, if any</b>
	Book It Performances	Approx. \$2000	Y	PTA	
	Additional Literacy Teacher to improve teacher-to-student ratio during literacy instruction	Approx \$50,000	Y	LAP/I-728/Staffing Allocation	
BUILDING CULTURE	Professional texts	\$2000	Partially, remainder expected with carry forward funds	Discretionary Funds	
	Extra Time for Staff	\$1500	Y	Discretionary Funds	
MEETING THE NEEDS OF ALL LEARNERS	Professional Text for all certificated staff	\$500	Y	Discretionary Funds	
	School-Day tutors	\$9,500	Partially, remainder expected with carry forward funds	Discretionary Funds	
	Extended Day Tutoring Coordinator	Approx. \$20,000	Y	Staffing Allocation/ Discretionary Funds	

## 2008-10 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
Stevens Kids Club	Licensed School-Aged Child care program, on site	Year Around			Since early 1990's
Interlaken Preschool	Licensed preschool program, on site	Year Around			20+ years
UW, Pipeline & Zespa Scholars Program	Support tutor recruitment for after school tutoring program	School Year			Zespa Scholars since 2000. UW, pipeline since 1990's
Seattle Community College	Undergrad Sevice Learners for tutoring	School Year			Early 1990's
University Food Bank	First Grade Service Learning Experience	School Year			Since late 1990's
Plymouth Housing	Second Grade Service Learning Experience	School Year			3 years
Salmon in the Classroom	Fourth Grade Service Learning Project	School Year			About 15 years
United Way of King County	Day of Caring – Service event with Community Teams	September			4 years

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 5: SCHOOL PARTNERSHIPS**

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<b>Partner(s)</b>	<b>Description</b>	<b>Timing</b> (when, how often)	<b>Outside Funding</b> (if any)	<b>Outside Funding Source</b>	<b>Duration of Partnership</b>
Service Learning Seattle	Provides assistance with service learning activities	Year Around			8 years
Seattle University	MIT Service Learning Project Students MIT Student Teachers Mateo Ricci Undergrad Student Classroom Assistants MIT Pre-Service observation students	Various Times throughout the school year			4 to 8 years
Stevens Elementary PTA	Parent School Support Team, provides financial and volunteer support for many Stevens programs and events	Year Around	Approx. \$200,000	PTA fundraising	Since early 1900's

**Note:** Please delete or add rows as necessary