

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Van Asselt Elementary
ElDoris Turner, Principal
September 19, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 11, 2008	Edits by Office of School Improvement
Revision 2	November 24, 2008	Edits by Office of School Improvement
Revision 3	December 9, 2008	C-SIP Peer Reviews
Revision 4	January 6, 2009	Edits by Office of School Improvement
Revision 5	January 15, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

Special Note about Transformation: If Seattle’s School Board votes to close the building where our program is housed, there will be at least one meeting held by 6/30/09 for school, staff, parents, and community to discuss the transition and provide input on how to make the transition as beneficial as possible for the students and adults involved.

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.

Van Asselt is a Balanced Literacy- focused community where students, families and staff develop a passion for continuous learning and reflection of the knowledge and skills needed to become successful contributing citizens in our global society. *Literacy is defined as fluency in reading, writing, communicating and problem solving according to State and Seattle Public School District standards.*

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>Van Asselt 3rd-5th graders consistently scored below state average in literary comprehension.</p> <ul style="list-style-type: none"> • We set a SMART goal for students scoring within 10 points of passing on last year’s Reading WASL to pass the Reading WASL this spring. • To support this goal, we have reduced class size in reading, we are instructing students in the use of a reading comprehension rubric, and we will administer the DRA to intermediate students who scored at Level 2 in reading. • In addition, we are implementing protected times for reading instruction: 90 minutes for K-3; 60 minutes or more for 4-5.
2	<p>Van Asselt 3rd-5th graders consistently scored below state average in solving problems and reasoning logically.</p> <ul style="list-style-type: none"> • We set a SMART goal for students scoring within 10 points of passing on last year’s Math WASL to pass the Math WASL this spring. • To support this goal, we have reduced class size in math, we are developing school-wide problem-solving vocabulary and processes, and we are initiating authentic, school-wide math projects. • In addition, teachers will meet monthly with data teams to analyze student work.
3	<p>Low number of parent volunteers during the day</p> <ul style="list-style-type: none"> • We set a SMART goal to increase the number of parent volunteers by 25%. • To support this goal, we are hiring two parent leaders who will recruit and train parent volunteers. • In addition, we are redesigning our volunteer sign-in sheet to better track volunteer activity.

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SECTION 1: OVERVIEW

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading Comprehension	Van Asselt 3 rd -5 th graders consistently scored below state average in literary comprehension	The 9 fourth-grade students and 13 fifth-grade students who scored 390-399 on the 2008 Reading WASL will pass the Reading WASL in spring 2009 according to our AYP Goal.
Math	Van Asselt 3 rd -5 th graders consistently scored below state average in solving problems and reasoning logically	The 6 fourth-grade students and 7 fifth-grade students who scored 390-399 on the 2008 Math WASL will pass the Math WASL in spring 2009 according to our AYP Goal.
Parent Volunteers	Low number of family volunteers during the day: only 29 unique parent volunteers in 2007-2008. Almost all parents who volunteer do so fewer than 3 times during the year.	Increase the number of family volunteers by 25% of the number from last year.

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.

- **Reading:** By increasing the number of students passing the Reading WASL, our school will contribute to the district's goal of 88% of third-grade students meeting or exceeding reading standards.
- **Reading Assessment:** Our school-wide reading comprehension rubric is an assessment tool that we are consistently tracking student progress and using data to drive improvement.
- **Math:** By increasing the number of students passing the Math WASL, we build the foundation for future WASL success, helping the district meet the goal of 80% of seventh-graders passing the Math WASL.
- **Family Engagement:** By increasing the number of parent volunteers, we help meet the district goal of increasing and improving family engagement and focusing on collaborative partnerships.

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SECTION 1: OVERVIEW

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?

- Decreasing class size in core subjects
- Applying research-based programs to improve student achievement
- Implementing strategically aligned professional development for all staff
- Conducting frequent assessment and using results to plan instruction
- Building upon and expanding parent and community partnerships

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

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SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Building Leadership Team (BLT) includes: Math Coach, ESL Coach, three Teachers representing Grades K, 2, 4, Librarian, one Classified (Special Ed IA), Community representatives from Community Learning Center (CLC) and Community Nutrition, two Parents, Assistant Principal, and Principal. • <BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; two Parents serve on BLT, at least one who is bilingual (Tagalog/English). • C-SIP was presented @ PTA meeting before Curriculum Night on September 18, 2008.
	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.

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SECTION 1: OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

Our school did not make AYP in Spring 2008 in Reading (low-income, special education, limited English and Black students) and in Math (limited English students). So, we are identified as a "School in Improvement" in Step 1.

Title I status

This school does receive Title I funds.

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SECTION 1: OVERVIEW

Title I School-Wide Program 10 Components

	Component	How school has addressed each Component
1	What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings on August 27, 2008 and in our Building Leadership Team (BLT) on September 10, 2008 that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on September 19, 2008.
2	What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on August 27, 2008. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on October 7, 9, 14 & 16, 2008. • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.
3	Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
		Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
		<u>Correction plan</u> . Not applicable.
4	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5	What do we do to attract and retain high-quality,	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new

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	Component	How school has addressed each Component
	highly-qualified staff?	staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • Van Asselt hosted a Kindergarten Fair for pre-schoolers and their families to meet our kindergarten team and tour the school on May 11, 2008 and a parent orientation on the first day of school (September 3, 2008). • We publish the middle school tours in our news letter as soon as the dates become available and remind our parents to attend their middle school open house and be aware of open enrollment. • We have our Bilingual IA's translate written information, call our Bilingual parents and assist with student enrollment. • Our 5th grade team meets with the students to talk about middle school schedules, the process, and meet with parents at their request to discuss the middle school that might best fit their child's needs. • This year we will try to arrange student tours to visit middle schools during the school day. Dates have yet to be scheduled.
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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SECTION 1: OVERVIEW

School improvement process as a result of AYP Status

Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 1 schools:

- At the start of the school year, families were notified that we are in Step 1 and they were offered the opportunity to transfer to another school in Seattle Public Schools (SPS) that met AYP, at no cost to the family.
- This C-SIP is a revised school improvement plan, to include new data-driven goals targeting academics where we did not make AYP. The C-SIP was completed (subject to ongoing revisions based on student data throughout the year) within three months of OSPI's notification of AYP status of August 28.

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading (Literary Comprehension)

Lead Responsibility:

Reading Comprehension Committee, ELD Coach

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

The 9 fourth-grade students and 13 fifth-grade students who scored 390-399 on the 2008 Reading WASL will pass the Reading WASL in spring 2009 as well as the AYP Goal.

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>
Use DRA for assessment and planning	<ul style="list-style-type: none"> Level 2 reading students 	September 08 and early May 09	Classroom teachers and support staff	Administer DRA to intermediate students who scored a level 2 on the reading WASL twice a year. Teachers will use data to develop lessons.
Develop school-wide comprehension rubric to guide students	<ul style="list-style-type: none"> All students 	Sept. 08, Jan and May 09	Reading Comp Committee and ELD staff	Comprehension committee will choose/design a rubric and pilot it K-5. Teachers will provide instruction to students on the specific comprehension skills to be assessed.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Schedule protected Reading Block	<ul style="list-style-type: none"> K-5 students 	Year-round	Principal	K-3 students have daily 90 minute protected block for reading only. 4-5 students have daily 60 minute reading block.
Provide small group instruction	<ul style="list-style-type: none"> All students (1-5) 	Year-round	Support Teachers	Support teachers will allow level 1 and 2 students to receive attention in small groups.
Improve effectiveness of Comprehension Strategies	<ul style="list-style-type: none"> K-5 students 	Year-round	Reading Comp. PLC	Students will receive explicit instruction on using Stephanie Harvey and GLAD strategies with fictional text.
Increase students basic language skills through Language Development Program	<ul style="list-style-type: none"> K-2 students 	Year-Round	SLP, ELD Coach	Specialists instruct all primary students in basic language skills using the Language Development program

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SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA	Level 2 students/2 times a year; all students K-1	Classroom teachers and support staff	Administer DRA to intermediate students who scored a level 2 on the reading WASL twice a year. Teachers will use data to develop lessons.
Comprehension Rubric used with CBA	Grades 2-5, three times a year	Reading Comprehension Committee and ELD coach	Comprehension committee will choose/design a rubric and pilot it K-5. A school-wide assessment will be given three times a year to each grade level.
STAR	Gr. 1-5 students/at least 3 times a year and as often as needed	Principal	This is a supplemental, objective assessment to identify struggling students for further intervention. Frequent monitoring will allow us to ensure students are making adequate progress.

Note: Please delete or add rows as necessary

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SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Reading Assessment	All classroom teachers and literacy support staff	Fall, grade-level meetings, 30-45 minutes, at least two other team meetings	Teachers will learn to use STAR and get an overview of the new reading comprehension rubric. In subsequent team meetings, they will score reading assessments together to ensure consistency.
DRA	Teachers who have not yet had DRA training	ASAP, one time 2-day training	All teachers are trained in the use of grade-appropriate DRA kits

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SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Provide a Literacy Night to families	<ul style="list-style-type: none"> All families 	Oct 08	Reading Comp PLC	At literacy night, families will receive information about comprehension strategies in a fiction context
Use Reading Logs	<ul style="list-style-type: none"> All families 	Weekly, year-round	Classroom teacher	Students' at-home reading is monitored daily by families.
Expand CLC to support math and reading	<ul style="list-style-type: none"> Families of WASL level 1 and 2 students 	Daily, year-round	Principal, CLC Coordinator, and Rag. Comp PLC Rep	CLC staff will reinforce reading comprehension strategies used in the building using interactive read-alouds.

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math (Problem-Solving and Reasoning)

Lead Responsibility:

Math Coach

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

The 6 fourth-grade students and 7 fifth-grade students who scored 390-399 on the 2008 Math WASL will pass the Math WASL in spring 2009 as well as the AYP Goal.

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>
Implement school-wide problem-solving process	<ul style="list-style-type: none"> All students 	Year-round	Math Coach and PLC	The Math PLC will develop a step-by-step process for problem solving that can be used in all classrooms. This will help us use common vocabulary and increase achievement from year to year.
Provide small group instruction	<ul style="list-style-type: none"> All students (1-5) 	Year-round	Support Teachers	Support teachers will reduce class size, allowing level 1 and 2 students to receive attention in small groups.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Develop school-wide projects in math	<ul style="list-style-type: none"> All students 	Year-round	Math Coach and PLC	Math Coach and PLC will develop long-term math projects for various grade levels to provide real world context for math learning. These will be variations on Everyday Math projects. Math coach will team teach these lessons.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Everyday Math end-of-year assessment	All students	Classroom Teacher/Math Coach	Results will inform instruction
WASL-style Problem of the Month	All Students	Math Coach will provide problems, Classroom Teacher will administer them	Math Coach will meet with grade-level teams to interpret results and plan instruction.
District Benchmark tests	Students in grades 1-5	Math Coach	Results will inform instruction

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SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Grade Level Team Meetings	Grade level teams and math coach	Monthly	Math coach and grade-level teams will meet to examine student work and develop future lesson plans
Aligning GLAD and WASL Test-taking Preparations	Math, bilingual coach and classroom teachers	One time/ late February or March	Math coach and bilingual coach will present integrated strategies for student WASL success

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>
Expand Explorations in Math/CLC	<ul style="list-style-type: none"> WASL level 1 and 2 students 	Year-round	Math coach and CLC coordinator	CLC students attend weekly math club sessions focused on problem solving within various math strands
Provide Math Nights for families	<ul style="list-style-type: none"> All families 	Twice a year	Math coach	At math nights, families will engage in math activities and receive information on math problem-solving and reasoning to support their students

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Family Engagement

Lead Responsibility:

Principal, Assistant Principal, Family Support Worker and Parent Leaders

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

Increase the number of family volunteers by 25%

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>
Train Parent Leaders	<ul style="list-style-type: none"> K-5 students 	Sep 08-Jun 09	Parent Leaders	Hire and train parent leaders to recruit and support family volunteers
Develop a plan for PLC-led Family Nights	<ul style="list-style-type: none"> K-5 students 	Sep 08-Jun 09	Parent Leaders and PLC	Parent leaders will attend PLC to help plan family nights and then recruit other parent volunteers as appropriate
Recognize volunteers	<ul style="list-style-type: none"> K-5 students 	June 09	Parent Leaders and Assistant Principal	Family volunteers will be recognized at a formal event

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Support and provide leadership for parent-led clubs	<ul style="list-style-type: none"> • K-5 students 	Sep 08-Jun 09	Parent Leaders and teachers	Parents will teach skills and lead activities for small groups of students during or after school

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>
Volunteer sign-in sheets	All families	Parent Leaders	Determine number of volunteers and how next to focus our efforts
Redesign volunteer sign-in sheet	All families	Assistant Principal and Parent Leaders	Show the effectiveness of each of the three strategies by collecting data about involvement in specific activities

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
PD on culture of volunteerism	Teachers	Team meetings, early dismissal staff meetings-30 min/2 times a year	
Communication to parents	Teachers	On-going, year-round	

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>
Present Cultural Parent Panels	<ul style="list-style-type: none"> All families and members of specific cultural groups 	3x/year	Assistant Principal/Bilingual IA's	Parent panels target members of specific cultural groups for teacher education and outreach to families. We will recruit new volunteers at these evening events.
Continue Multi-lingual Information Line	<ul style="list-style-type: none"> All families 	Sep 08-Jun 09	Family Support Worker	Multi-lingual hotline operates 24 hours a day/7 days a week in six different languages. By calling, parents can learn about current school events and volunteer opportunities

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SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Science	<ul style="list-style-type: none"> Continue to increase Science WASL scores every year 	<ul style="list-style-type: none"> Teachers will continue to attend training sessions on the Science kits and the Science WASL. Implement a system to provide volunteers to help with science lessons and kit inventory Grade-level teams will meet together to plan kits.
Math computation	<ul style="list-style-type: none"> 2nd-graders proficient in basic addition and subtraction facts 3rd-graders proficient in multiplication facts 4th-graders proficient in basic division facts 	<ul style="list-style-type: none"> CLC provides time for students to do computer games Math Coach develops incentive programs for students who improve fluency with facts
Writing	<ul style="list-style-type: none"> Initiate Writers' Workshop for grades 3-5 in partnership with Powerful Writers Continue Writers' Workshop 	<ul style="list-style-type: none"> Teachers will attend week-long Writers' Workshop training District and Powerful Writers coaches will provide grade level demonstration lessons on the writing strategies Teachers and coaches will analyze student work in grade level teams and discuss model lessons
Health/Nutrition	<ul style="list-style-type: none"> Improve school community health and nutrition 	<ul style="list-style-type: none"> Snack will be served daily to students Health and nutrition focus at Family Nights Students will receive nutrition and health education

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SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading/Math	We have hired two class size reduction support teachers	\$165,000.00	Y	Title I	
Reading	Provide professional development in STAR and DRA, and purchase kits as needed	\$2,000.00	Y	Title I	
Family Involvement	Provide training for parent volunteers and volunteer leaders	\$5,000.00	Y	Grant	

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Costco	Provide family dinner and tutors	Thanksgiving Weekly Feb- May	Y	Costco	15 years
CLC	Provide after-school program for grades 2-5	Mon-Thurs, year round	Y	City	7 years
Partners for Successful Schools	Four schools plus Emerald City Outreach	Year-round			10 years
Powerful Schools	Provide Powerful Writers program and AR	Year-round			2 years
Team Read	Provide high school reading tutors for 2 nd - and 3 rd -grade students	Year-round	Y	Non-profit	10 years