

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

View Ridge Elementary

Terri Skjei, Principal

September 29, 2008



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Revision History

Revision Number	Date	Comments
1	October 31, 2008	Edits by the Office of School Improvement
2	December 2, 2008	C-SIP Peer Reviews
3	January 8, 2009	Edits by the Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

Vision: Each View Ridge graduate will demonstrate mastery of academic skills, value self and others, develop communication skills through the arts, possess the courage and confidence to serve and lead in diverse communities, creatively solve problems and enthusiastically strive to reach his/her potential.

Mission: The purpose of View Ridge Elementary School is to provide a challenging curriculum with emphasis on the basic academic skills and the arts that meet the needs of all students. Through collaboration and continued parental/community involvement, students of all ethnicities will demonstrate confidence and a strong positive mental attitude.

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	Although our WASL scores are typically well above district and state standards we have static scores in math, specifically in the area of communicating understanding and measurement. We had 4-4 th graders who did not meet math standard in the 2008 WASL scoring a Level 2, and 5-4 th graders who scored a Level 1. We had 4-5 th graders who scored Level 1 and 4 who scored Level 2, not meeting	<p>We have set a S.M.A.R.T. goal to increase the percentage of students meeting WASL math standard in grade 4 from 85% (Spring of 2008) to 90% by Spring of 2009. In addition, we set a goal to increase the percentage of students meeting WASL math standard in grade 5 from 85% (Spring of 2008) to 90% by Spring of 2009. This includes moving 8 students in grades 4 and 5 from a Level 2 to a Level 3 on the 2009 math WASL. In order to achieve these goals, we will:</p> <ul style="list-style-type: none"> - Identify Level 1 and 2 students and closely monitor academic progress. - Provide extra math support for identified students. - Conduct focused team meetings with the emphasis on using data to inform instruction. - Engage in a paired- school collaboration with a focus on effectively utilizing math data, assessments, strategies and curriculum. - Provide professional development opportunities for all staff.

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SECTION 1: OVERVIEW

	<p>standard- all students in the school were tested. In analyzing the breakdown of skills, there was a trend of students needing support in the 2 areas listed above.</p>	<ul style="list-style-type: none"> - Continue to align math assessments and deepen teacher’s content knowledge
2	<p>In the area of writing our WASL scores are static, leading us to further analyze the WASL data. This analysis indicated room for growth in the area of conventions as demonstrated in both narrative and persuasive writing. We had 4-4th graders who scored a Level 2 in writing, and 5- 4th graders who scored a Level 1, supporting a need to focus on conventions to help all students in their writing.</p>	<p>We have set a S.M.A.R.T. goal to increase the percentage of 4th grade students meeting WASL writing standard from 83% (Spring of 2008) to 88% by Spring of 2009. Strategies to achieve this goal include increased:</p> <ul style="list-style-type: none"> - Focus on specific skills during writing mini-lessons as identified by WASL data. - Coaching support for all teachers and opportunities to dialogue and score student work. - Utilization of rubrics to better assess student work and monitor progress. - Allowance of time for teachers to meet and focus conversation on student writing and work.
3	<p>Science WASL scores for the past three years have been in the 70th percentile. We had 11- 5th grade students who scored a Level 2, and 6 who scored a</p>	<p>We have set a S.M.A.R.T. goal to increase the percentage of 5th grade students meeting WASL science standard from 73% (Spring of 2008) to 78% by Spring of 2009. In order to reach this goal, we will:</p> <ul style="list-style-type: none"> - Have teachers attend sessions on science writing to help improve student achievement. - Provide time for teacher dialogue and analysis of student work.

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SECTION 1: OVERVIEW

	<p>Level 1. Analysis of the data shows that all 3 areas tested on the WASL- systems, inquiry and application of science- show a similar range of student skills. We will focus on increasing skills in all 3 areas.</p>	<ul style="list-style-type: none"> - Develop visual charts and interventions for students needing additional assistance.
4	<p>Reading WASL scores have remained in the mid to high 90% range over all 3 grade levels for the past 3 years. We had 3-3rd graders at Level 2 in 2008 and 2 at Level 1. In 4th grade, we had 3 students at Level 1. In 5th grade, we had 4 students at Level 1. The percentage of students meeting end of year DRA standards in grades 1 and 2 were well above district and state standards. We had 5 -1st graders, and 3-2nd graders, who did not make DRA standard. All students were tested in both WASL and DRA. Therefore, we will continue</p>	<p>We have set a S.M.A.R.T. goal to increase/sustain the percentage of students meeting reading standard in grades 3, 4 and 5 to 95+%. This includes sustaining the number of current 4th and 5th grade students at WASL reading standard and includes moving 3, 4th graders from Level 2 to Level 3 and 2, 4th graders from Level 1 to Level 2, in 5th grade 3 students need to move from Level 1 to Level 2 on the 2009 reading WASL. In order to meet this goal staff will:</p> <ul style="list-style-type: none"> - Frequently assess student reading progress. - Administer the DRA for students not to reading standard three times a year. - Enlist additional LAP and/or tutoring support for identified students. - Continue developing effective 90 minute literacy instructional blocks. - Maintain and utilize leveled classroom libraries in their rooms.

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SECTION 1: OVERVIEW

to maintain reading as a focus area, as we bring new teachers on board and work to sustain our reading goals and results.	
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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
Mathematics	Analysis of our math scores reveal that our 3 rd grade students are maintaining math scores in the mid to high 90's, our 4 th and 5 th graders are showing a slight downward trend. We acknowledge the impact of a new curriculum, and teachers that were new to the system. However, we want to ensure that any trends show an upward turn going forward. Therefore, we will continue to study our data to see how to implement best practices in moving our students along.	Increase the percentage of students meeting WASL math standard in grade 4 from 85% (Spring of 2008) to 90% by Spring of 2009. In addition, we set a goal to increase the percentage of students meeting WASL math standard in grade 5 from 85% (Spring of 2008) to 90% by Spring of 2009. This includes moving 8 students in grades 4 and 5 from a Level 2 to a Level 3 on the 2009 math WASL.
Writing	Our writing scores for 4 th graders have indicated a downward -trend over the last 3 years, going from 96.4% in 2006 to 83.3% in 2008. All students were tested. This is definitely an area of concern, as we want our students to be proficient writers. We are implementing the Writer's Workshop model school wide, along with commissioning the Writers in the School Program, to work with staff and students on explicit writing instruction and skills.	Increase the percentage of 4 th grade students meeting WASL writing standard from 83% (Spring of 2008) to 88% by Spring of 2009.

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SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Science	Science WASL scores are remaining static, with a 73.3% in 2006, and a 73% in 2008. Analysis of the 3 areas tested by the WASL-systems of science, inquiry in science and application of science- shows that our students are scoring about the same in all 3 areas. Therefore, it will be a focus of our staff as a whole to discover best practices for teaching science.	Increase the percentage of 5 th grade students meeting WASL science standard from 73% (Spring of 2008) to 78% by Spring of 2009.
Reading	While WASL reading scores have been in the mid to high 90% range for all 3 grades over the last 3 years, there has been a slight dip in scores for 2008 (to 93% for 3 rd and 4 th gr., and 92% for 5 th gr.) This was a change, as all students were tested this year. We want to maintain our focus on reading, in order ensure that all students at View Ridge are strong in their reading skills.	Increase/sustain the percentage of students meeting reading standard in grades 3, 4 and 5 to 95+%. This includes sustaining the number of current 4 th and 5 th grade students at WASL reading standard and includes moving 3, 4 th graders from Level 2 to Level 3 and 2, 4 th graders from Level 1 to Level 2 , in 5 th grade 3 students need to move from Level 1 to Level 2 on the 2009 reading WASL.

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.

Our school C-SIP aligns with the District strategic plan in the areas of math, writing, science and reading. In the area of math, continued alignment of assessments and utilizing data to inform instruction is common in both plans. Writing is a component of major content areas and is critical to effective communication. Science is recognized as an area needing to be strengthened and the District plan strongly emphasizes quality math and science instruction. Continuing to utilize effective assessments in reading in order to better monitor student progress is part of ensuring excellence in every classroom as indicated in the District’s strategic plan.

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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?

Differentiating curriculum in order to better meet the needs of all students has been a key theme at View Ridge. In addition significant work has occurred in the following areas:

- Aligning assessments
- Providing more individualized support for students
- Utilizing data to inform instruction
- Developing and monitoring a school-wide system for looking at data
- Providing quality professional development opportunities for staff.
- Working with the Student Intervention Team to identify students not performing to standard and in need of support and interventions
- Providing time for staff collaboration focusing on curriculum, instruction and assessment
- Continually working on program alignment, specifically in the areas of SPED and Spectrum
- Providing mentorship and support for new teachers.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes 7 certificated teachers (2 primary, 2 intermediate, 1 sped., 1 PCP specialist, 1 speech/OT/PT, principal, SAEOP member and 1 parapro. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff. The principal, resource teacher and BLT worked closely together to analyze school data/programs in order to develop specific and measureable school goals.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT and school governance team. Five parents serve on the governance team. • All constituents were informed of the school C-SIP plan and process. The PTA executive board and general membership were informed at September and October meetings. Input will be included in our ongoing C-SIP refinement. All meetings and events are open and inclusive of parents representing all students and programs.
	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

School Improvement Review, *continued*

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

Technology

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

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SECTION 1: OVERVIEW

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

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, BLT, Teacher teams

S.M.A.R.T. Goal: Increase the percentage of students meeting WASL math standard in grade 4 from 85% (Spring of 2008) to 90% by Spring of 2009. In addition, we set a goal to increase the percentage of students meeting WASL math standard in grade 5 from 85% (Spring of 2008) to 90% by Spring of 2009. This includes moving 8 students in grades 4 and 5 from a Level 2 to a Level 3 on the 2009 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>
Improve curriculum alignment using the EDM pacing guide	All students- K-5	Daily- Sept-June	Principal Classroom teachers	K-5 teachers will be expected to follow the EDM pacing guide to plan instruction, maintain focus and rigor in the classroom. Principal will monitor progress.
Provide small group instruction/tutoring in EDM and supplemental math skills.	Students identified as Level 1 or 2 on the math WASL.	1-2 times weekly, beginning Oct. 1, 2008	LAP/Resource teacher	The LAP /resource teacher will provide small group in class or pullout instruction in EDM and/or supplemental math skills, to help students meet standard.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use data from assessments to focus instruction.	All students, K-5	Monthly	Classroom teachers Principal LAP teacher	Teachers will get together in grade level teams, in order to review and analyze student assessments data, to make clear determinations on what areas may require increased academic focus. This could then be picked up as a whole class, or used as a focus area for the small group instruction. Spreadsheets are developed and analyzed to show assessment data, turned in to principal 3 times per year.
Utilize classroom assessment data to better develop school wide goals.	All students, K-5	3 times/year	Classroom teachers Principal	Staff turns in spreadsheets with assessment data to principal 3 times per year. Principal and grade level teams analyze results to set school wide goals for instruction and PD.
Use of the S.I.T to identify students who need extra help.	All students, K-5	Weekly/ as needed	SIT members Classroom Teachers Parents	Teachers or parents can recommend students be brought for review within the SIT process. Goals are identified, along with specific strategies to help students determined to be in need of extra help in a variety of areas.
Instruct students in the use of EDM on-line games and resources.	All students, K-5	Weekly	Rod Brown	During students' technology class time, the computer specialist will instruct students on how to access and utilize the games and resources available on EDM On line, in order to supplement their math instruction and practice.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
EDM unit previews/end of unit tests	All students, K-5 will be monitored via the EDM unit assessments	Classroom teachers Principal LAP teacher	Teachers will analyze assessment data to determine areas that students may need re-teaching or extra time on, and will use this information to develop lesson plans.
District math assessments-(Edusoft)	All students, K-5	Classroom teachers Principal Rod Brown	Teachers will review results of the district assessments (Edusoft) to determine skills to teach.
WASL math scores	Students in grades 3-5	Classroom teachers Principal LAP teacher	Staff will use WASL scores and data to determine trends, skill areas to focus on, and to determine students who are in need of Student Learning Plans and extra help via the LAP program.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Data Teams	Grade Level Teams	Monthly	Classroom teachers will be given monthly opportunities to get together, analyze EDM assessment data, determine areas to focus on and collaborate as needed.
EDM Training	Classroom teachers	As offered by district	Teachers will participate in district sponsored PD, either with the math coaches or other trainers, to learn more about best practices in utilizing EDM.
School to School Collaboration	Classroom teachers	4 times/year	View Ridge and a partner school will meet to discuss and collaborate on EDM implementation, WASL standards, and best teaching practices.

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>
EDM newsletters, teacher newsletters	All families, K-5	Weekly, bi-monthly, monthly	Classroom teachers	Teachers provide a weekly newsletter, informing parents of unit goals and skills

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
EDM on-line	All Families, K-5	Weekly	Teachers Rod Brown Parents	Teachers will provide information to parents about how to use the EDM on-line, to access information about games, student reference book, etc.
Curriculum Night	All Families, K-5	1 time/year	Teachers Specialists Parents	Curriculum Night occurs in the fall, when parents/guardians come to the school, and hear from the classroom teachers what the math curriculum/ expectations will be for the year, as well as learn how they can support math progress for their student.
Parent/ Teacher Conferences	All Families	1 time/year	Classroom Teachers, Parents, Specialists, Principal	Parent/teacher conferences will be formally held in November, for all families to meet with their child's teacher. The purpose is to discuss progress, concerns, share student work, and develop ways the family and teacher can best support the student. Conferences can also be set up on an as- needed basis, as determined by the teacher or parent.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Writing

Lead Responsibility: Principal ,BLT , Classroom Teachers, District writing coach

S.M.A.R.T. Goal: Increase the percentage of 4th grade students meeting WASL writing standard from 83% (Spring of 2008) to 88% by Spring of 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>
Implement Writer’s Workshop school wide	All Students, grades K-5	Daily, Sept-June	Classroom teachers, District writing coach Principal	Teachers will attend district trainings in how to implement writer’s workshop. They will then schedule a block of time each day to follow the workshop model. The district will provide support via a coach, who will help model lessons in the classroom and conference with teachers as needed.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase student's knowledge of writing conventions.	All students, grades K-5	Weekly, Sept.-June	Classroom teachers LAP/resource teacher	Teachers will provide direct instruction in writing conventions, via 6 Trait strategies, to help students learn about and use conventions in their writing.
Implement effective methods of analyzing student writing	All students, grades K-5	Monthly	Grade level teams Principal Writing coach	Classroom teachers, along with the writing coach, will conference with students about their writing (via the Writer's Workshop model), grade level teams will use existing rubrics to analyze student writing and decide on a schedule to formally assess writing progress.
Utilize spreadsheets to determine school wide learning goals.	All students, K-5	3 times/year	Classroom teachers/grade level teams Principal	Teachers create spreadsheets to display their writing assessment data for each trimester. The spreadsheets are turned in to the principal. Grade level teams and the principal analyze the data, to help determine learning goals, and possible areas for PD.
Use of the Student Intervention Team (SIT).process to help students not meeting standard.	All students, K-5	Weekly/as needed	SIT members Classroom teachers Parents	Teachers or parents can recommend students to be reviewed by the SIT, to determine goals and strategies to help students meet standard.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Student conferencing	All students-K-5, daily	Classroom teachers Writing Coach	Teachers will use information gained from conferencing to determine what skills students need further instruction on, and will use the time to provide frequent feedback.
Review of student writing samples	All students, K-5	Classroom Teachers Writing Coach	Teachers will review student writing samples for the purpose of monitoring progress in all phases of the writing process.
WASL scores	4 th grade students	Principal Classroom Teachers LAP Teacher	WASL data will be reviewed at the beginning of the school year, to help determine what students require extra assistance, and to determine which areas of writing require extra teaching. Student Learning Plans are developed for any students not meeting standard.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Writers Workshop Training	Primary and Intermediate teachers Principal	June, August of 2008 plus throughout the year.	Seattle Schools will bring in teacher trainers from Columbia University to offer week-long workshops in the Writers Workshop model. Other Writers Workshop sessions will be offered on professional development days throughout the year.
Writing Coach	Primary and Intermediate Teachers	Sept-June 2008/2009	Seattle School will establish a writing coach, who will be in the school every other week for the school year, to model lessons in classrooms, and conference/de-brief with teachers on a regular basis.
Writers in the Schools	Primary and Intermediate Teachers	Oct- June 2008-2009	Writers in the Schools writer will mentor and model different ways to teach and evaluate student's writing

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Celebration of student work	All families	Once/year	Art teacher and other specialists Principal Teachers	Family Arts Night is an evening where all aspects of student work is highlighted, giving an opportunity for the school community and families to come together and celebrate all aspects of our students educational experience
Open House	All Families	Once/Year	Teachers	Open House occurs in the spring, and allows teacher to showcase student work in a variety of formats.
Curriculum Night	All Families	1 time/Year	Teachers Specialists Parents	Curriculum Night occurs at the beginning of the school year, and offers families a chance to hear from the classroom teacher about the writing curriculum.
Parent/ Teacher Conferences	All Families	1 time/year	Classroom Teachers, Parents, Specialists, Principal	Parent/teacher conferences will be formally held in November, for all families to meet with their child's teacher. The purpose is to discuss progress, concerns, share student work, and develop ways the family and teacher can best support the student. Conferences can also be set up on an as- needed basis, as determined by the teacher or parent.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Science

Lead Responsibility: Principal, classroom teachers

S.M.A.R.T. Goal: Increase the percentage of 5th grade students meeting WASL science standard from 73% (Spring of 2008) to 78% by Spring of 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>
Identify students needing extra support and provide specific skill instruction.	5 th grade students	Periodically throughout the year	Principal, teachers, Resource teacher	Students needing support will be identified at the beginning of the year. Extra support and explicit instruction will be provided by a tutor or resource teacher during science sessions in small focused groups.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Focus classroom observations on science lessons and connections to science systems, inquiry and applications across content areas.	All Students K-5, specific focus on 5 th grade students	Periodically throughout the school year	Principal	Make observations of science lessons a priority in order to increase the focus on science content, process and inquiry. Provide feedback for teachers during both formal and informal observations.
Increase participation of teachers in the professional development sessions on science writing.	All Students K-5	Per district PD calendar	Principal, teachers	Teachers will be encouraged to attend PD sessions on science writing and allowed time to share effective strategies across content areas.
Frequent monitoring of classroom based assessments and student progress.	5 th grade students	3x's a year	Principal, teachers	Teachers will administer science CBA's and share pre-post results per science unit.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
WASL	5 th grade students	Principal, 5 th grade teachers	The Washington Assessment of Student Learning (WASL) provides trend data and the ability to analyze classroom and individual needs for increased skill improvement.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Classroom based assessments	5 th grade students	5 th grade teachers	Administering more frequent pre and post assessments will help inform instruction and indicate what students know and are able to do, thus better informing instruction in the classroom

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 collaborative meetings	Administration and classroom teachers	Team meetings will be held 1x a month.	Teachers will have the opportunity to work collaboratively and look at student work. Time is provided to analyze assessment results, data and science notebooks.
District offered science trainings	Classroom teachers and resource teacher	Numerous sessions throughout the year.	Teachers have access to a variety of science trainings per all grade levels on many facets of teaching science. Available via district PD website.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Science Night	All families	1x a year	Principal, science volunteer coordinator, teachers	Science Night: Community event for all students and families showcasing applications of student projects and demonstrating understanding of the inquiry process and science systems.
Curriculum Night	All families, K-5	1x a year	Teachers, Specialists, Administration and Parents	Curriculum Night occurs in the fall, when parents, guardians come to the school, and hear from the classroom teachers what the science curriculum/expectations will be for the year, as well as learn how they can support science progress for their student.
Parent/Teacher Conferences	All Families	1 time/year	Classroom Teachers, Parents, Specialists, Principal	Parent/teacher conferences will be formally held in November, for all families to meet with their child's teacher. The purpose is to discuss progress, concerns, share student work, and develop ways the family and teacher can best support the student. Conferences can also be set up on an as- needed basis, as determined by the teacher or parent.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Reading

Lead Responsibility:

Principal, classroom teachers, BLT

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

Increase/sustain the percentage of students meeting reading standard in grades 3, 4 and 5 to 95+%. This includes sustaining the number of current 4th and 5th grade students at WASL reading standard and includes moving 3, 4th graders from Level 2 to Level 3 and 2, 4th graders from Level 1 to Level 2, in 5th grade 3 students need to move from Level 1 to Level 2 on the 2009 reading 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>
Utilize on going assessments to guide instruction in increasing reading fluency and comprehension skills	All students, K-5	Daily, Sept.-June	Classroom teachers Principal	Teachers will analyze DRA and WASL data in the fall, to determine skills to focus on. CBA's and on-going classroom data will be analyzed by teachers individually and in grade level teams to help focus instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use guided reading materials/leveled reading books school wide	All students, K-5	Daily, Sept-June	Classroom Teachers Librarian	Classroom teachers will maintain leveled reading libraries in their classrooms. The school librarian will maintain leveled books, encourage students to choose just right books in their library time, and help teachers in choosing and cataloging new books for their classroom libraries.
Provide extra tutoring/instruction for students who are not meeting standard	Students K-5, as determined by assessment data	Weekly	Classroom teachers Resource/LAP teacher	Teachers will use data and classroom observations to determine any students who could benefit from extra tutoring/instruction, and will forward those names to the LAP teacher, to be included in extra small group direct instruction to improve reading skills.
Use of spreadsheets to display classroom assessment data.	All students, K-5	3 times/year	Classroom teachers Principal	Teachers create spreadsheets to display classroom reading assessment data. These are turned in to the principal. The principal and grade level teams then review the data to determine school wide learning goals, and possible PD opportunities.
Use of the S.I.T. process, to help identify students who may require extra help in meeting goals.	All students, K-5	Weekly/as needed	SIT team Classroom teachers Parents	Teachers or parents can recommend students be reviewed by the SIT team, to determine goals and strategies to help the student reach learning standards.

Note: Please delete or add rows as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
CBA	All students, K-5	Classroom teachers	Classroom Based Assessments will be administered across all grade levels, then scored by teachers, to help them see what areas they will need to focus instruction on as the year progresses.
WASL	3 rd , 4 th and 5 th gr. students	Classroom teachers	The WASL will be administered in the spring of 2009, and results will be analyzed to determine areas of instruction to focus on, as well as helping to identify students who require extra teaching to reach standard.
DRA	K-2 students 3-5 students	Classroom teachers	Teachers will administer a fall and spring DRA, to determine students' progress in reading fluency and comprehension through the school year. Teachers may also administer a mid-year DRA to monitor student progress. Intermediate teachers may administer the DRA for further assessment data.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District classes offered in reading fluency/comprehension strategies	Classroom teachers/New Teachers to the building	Sept.-June, as offered by district	Various classes/trainings in district assessments, curricular models and teaching methods.
Training in how to administer the DRA for new teachers.	New teachers	Fall of 2008	Training in how to administer and score the Developmental Reading Assessment to determine individual reading levels and skills of students.
District classes in utilizing and developing effective K-2 libraries.	Teachers Librarian	Sept- June, as offered by district	Training in how to effectively level books, and utilize the K-2 libraries as part of a balanced literacy program in the classroom.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent/Teacher Conferences	All Families	1 time/year	Classroom Teachers, Parents, Specialists, Principal	Parent/teacher conferences will be formally held in November, for all families to meet with their child's teacher. The purpose is to discuss progress, concerns, share student work, and develop ways the family and teacher can best support the student. Conferences can also be set up on an as- needed basis, as determined by the teacher or parent.
Curriculum Night	All Families	1 time/year	Classroom Teachers	Curriculum Night is a time when parents can come to the school, and hear from the classroom teachers what the reading curriculum and expectations for the school year will look like, and how parents/families can support reading goals and improvement.
Family Arts Night	All Families	1 time/year	Art, Music, P.E., Computer teachers	Family Arts Night is a celebration of student art work from a variety of genres, including the literary arts.

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

SECTION 3: 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>
Arts, Health/Fitness, Music	Increase students' skills and abilities in the areas of the arts, health/fitness and music.	<p>Art teacher- Administers Classroom based assessments and maintains portfolios of student work to better inform instruction and measure student progress as related to the arts standards. Culminating student projects are displayed at the annual Family Arts Night.</p> <p>Music teacher administers Classroom based assessments aligned to music standards, and assesses student progress via multiple formats of student performances and demonstration of music skills.</p> <p>Physical Education teacher administers Classroom based assessments, maintains student portfolios, monitors student progress frequently based on performance standards, skill instruction and demonstration and understanding of fitness and health standards.</p>
School wide discipline	Develop a school wide form that teachers/ staff can use to communicate when a student needs to have further intervention to process a behavior issue.	Principal and staff members will determine format and most common behavior referrals to include in a form. Form will be developed, and staff and students will be briefed on how to use them. Results will be charted and shared with staff to determine trends and patterns regarding student discipline.
Technology	Continue using technology as a learning tool, in the computer lab and classrooms. Reinforce and support what teachers are doing in the classroom. Students will become more efficient in their use of technology and program software and applications.	Weekly computer class for grades K-5, taught by Rod Brown. Staff training in computer applications by district and Rod Brown, continuous upgrading of software and hardware. Collaboration between classroom teachers and Rod as to what types of support or extensions can be provided in the computer lab setting.

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Identify students needing additional support and provide explicit instruction in EDM curriculum.	\$2,431. \$3,500.	Yes Yes	LAP I-728	
Writing	Implement Writers workshop with a focus on interventions and writing conventions during mini-lessons.	\$2,100.	Yes	Baseline	
Writing	Identify students needing writing support and provide explicit instruction in writing conventions.	\$2,431.	Yes	LAP	
Writing	Provide writing support for intermediate students utilizing a model writer from the Writers in the Schools program.	\$6,000.	Yes	PTSA	
Reading	Identify students needing additional reading support and provide explicit instruction in fluency and comprehension.	\$2,431.	Yes	LAP	
Reading/Math	Reduce student to teacher ratio for reading and math instruction in the intermediate grades.	Approximately: teacher salary	Yes	PTSA	
Reading	Expand non-fiction collection to increase supplemental resources.	\$2,000.	Yes	Baseline	
Science	Attend professional development sessions on science writing.	N/A	Yes	SSD	

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Parent, Teacher, Student Association	Our PTSA works collaboratively with our staff and students to support our school goals and plan. The executive board and PTSA board meet monthly with a general meeting hosted three times a year. All parents and staff are welcome and encouraged to attend meetings. Parents have funded teachers, coordinated after-school programs and community events plus worked closely with staff to support technology, music, art, library and physical education.	Monthly General meeting (3x per year)	Yes	PTSA	Yearly
Writers in the School Program	The Seattle Arts and Lectures Series works closely with several schools in the Seattle School District. A guest writer is identified and matched with a school. Through effective collaboration and modeling writing lessons in classrooms, students create, write and publish their work culminating in a celebration of their writing. This is our second year in partnership with the program and students from grades three through five, work for several weeks with our guest author. Our PTSA has offered funds to continue the program in support of the Writers in the Schools program (WITS).	Throughout the year.	Yes	Grant from the Seattle Arts and Lecture Series plus PTSA.	Yearly Renewal