

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Washington Middle School

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September 2008



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Revision History

Revision Number	Date	Comments
1	10/31/20	Edits by Office of School Improvement
2	12/10/2008	C-SIP Peer Reviews
3	01/06/2009	Updated by Core Subject Area Teams for December Peer Review
4	01/06/2009	Edits by Office of School Improvement
5	01/15/2009	Edits by Office of School Improvement

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

SECTION 1: SCHOOL OVERVIEW

Special Note about Transformation: If Seattle’s School Board votes to relocate and/or significantly change our school’s program, 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 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: Unity in Diversity

Mission: We seek to serve our students’ academic needs, and also support their family and community relationships. Parents, guardians, and community organizations form part of our whole school community. In this entire balancing act, diversity supplies both challenges and strengths. We find strength in our unity, while honoring our diversity.

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	Overall WASL Math data continues to trend ahead of the AYP targets.	Math “lab” classes for grades 7 and 8, as well as targeted ELL math classes at grade 6 (total of 1.2 fte) are showing positive results, especially at grade 8. Math staff is actively participating in: Microsoft Math initiative, .5 math coach, math team CT (data teams) meet every other week + summer, attendance at fall math conference in OR, parent/student math night Common prep time for majority (7 of 9) math teachers Math placement testing for all students; math is non-programmatic with exception of some SPED classes
2	Overall WASL Writing data continues to trend well ahead of AYP targets	Writers Workshop is currently implemented in 80% (100% in grades 6 and 7) of Regular Program classes, 100% ELL, 50% Spectrum 6 and 7, 57% of APP classes, and 33% of Level 2/3 SPED Active participation by WW staff in professional development and writing celebrations
3	Overall WASL Reading data continues to trend ahead of AYP targets, though some slipping in	Reading “lab” classes for grade 7 and 8 students (includes majority L2 and L1 LAP students) Reading assessment (DRA) of all 6 th grade Regular Program students and those identified by other program staff Reading intervention class for grade 6 students per DRA assessment or teacher recommendation

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

SECTION 1: SCHOOL OVERVIEW

grade 7 was noted	Use of School Turnaround Reading Assessment for all students
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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
Math	While the overall WASL results for Math are positive, our L1 and L2 scores have stayed fairly consistent. Some students of color and poverty continue to lag well behind other minority or majority groups. Math is a gatekeeper subject.	As measured by 2009 Spring WASL scores, WMS will have a 3% gain on the overall 7 th grade math WASL, reaching a passing rate of 78% or better (meets AYP step for 2011). In addition, WMS will decrease the number of L1 students by 10 students, and will have a net decrease of 5 students at L2 on the same 2009 WASL data.
Writing	Writing is a gatekeeper subject. While our WASL results for Writing have consistently been above state and district levels, sub groups within our school continue to lag behind other groups. Our L1 levels have continued to drop over the past 7 years, but our L2 levels have stayed fairly consistent.	As measured by the 2009 Spring WASL scores, WMS will have a 3% gain on the overall 7 th grade Writing WASL, reaching a passing rate of 87% or better. In addition, WMS will decrease the number of L1 students by 5 and have a net decrease of 10 students at L2.
Reading	Reading is a gatekeeper subject. Our reading scores continue to trend ahead of the AYP bar at all three grades, but the overall performance at grade 7 has slipped slightly. While our L1 levels, especially at grade 7 have been significantly reduced, the L2 numbers have remained fairly high.	As measured by the 2009 Spring WASL scores, WMS will have a 3% gain on the overall 7 th grade Reading WASL, reaching a passing rate of 81% or better. In addition, WMS will decrease the number of L1 students by 5, and will have a net decrease of at least 10 students at L2

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SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Science	While significant progress was made based upon the most recent Science WASL data (overall change from 56% to 70% passing) the specific gap for African American and Latino students and other students continues to be of great concern. A similar gap exists for our students of poverty.	As measured by the 2009 Science WASL results, WMS will have an overall gain of 3% (no uniform bar data for science is available). At the same time, students in our African American and Latino populations, as well as students in poverty will show a minimum of 10% growth as measured by the 2009 WASL results.
School Climate	While the academic data continues a positive trend, the staff, student, and family survey data is very mixed. A positive climate in the building for all stakeholders can only have a positive impact on teaching, learning, and relationships.	As measured by the 2009 Staff, Student, and Family surveys, results for all three surveys will show positive growth on 75% or better of all results.

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 focus in mathematics directly supports the Strategic Plan’s goals around algebra and high-level mathematics experiences for all students. Our goal at WMS is that all students are prepared to access Integrated 1 when they enter their chosen high school. By setting our math target at 78% for 2009, we will exceed the uniform bar of 79.3 by 2011-2012, which will ensure meeting the goal of 80% passage by 2012.

Our focus on reading, writing, and science is all driven by the approach of “Ensuring Excellence in Every Classroom.” The alignment of curriculum around Readers and Writers workshop, the specific assessment tools and trainings associated with these program, the further implementation of OEL (Observing for Evidence in Learning) in Science, and the specific alignment of curriculum in science at our building level all directly support the Strategic Plan’s theme of “Excellence for All.”

Our focus on climate in our building directly supports the goal of “Improve Stakeholders Engagement.”

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

SECTION 1: SCHOOL 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?

Because of the complexity of our buildings population (ELL, SPED, Regular, Spectrum, and APP program; 35% FRL; diverse racial and cultural mix; and size of building), we look for opportunities where our students can work and learn together, regardless of programs, etc. Our bullying prevention program (described in the Goals section) is a school wide program.

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

SECTION 1: SCHOOL OVERVIEW

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

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

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

SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	Our BLT includes 9 staff 7certificated, 1 paraprop, 1 saesop staff, 2 parent representatives from our PTA, and the principal. <ul style="list-style-type: none"> • BLT reviewed C-SIP as it was being prepared for submission. The BLT will lead the updates as the year goes along.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP has been presented to the parents on BLT. It will be presented in electronic form on our website.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: SCHOOL OVERVIEW

School Improvement Review, *continued*

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

Technology

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

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

SECTION 1: SCHOOL OVERVIEW

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, Hispanic and black students) and in Math (limited English and special education students) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 3.

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: Math

Lead Responsibility: Principal and Math Department and Math Coach

S.M.A.R.T. Goal: As measured by 2009 Spring WASL scores, WMS will have a 3% gain on the overall 7th grade math WASL, reaching a passing rate of 78% or better (meets AYP step for 2011). In addition, WMS will decrease the number of L1 students by 10 students, and will have a net decrease of 5 students at L2 on the same 2009 WASL data.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Math Lab Classes	<ul style="list-style-type: none"> Students in L1 and L2 (primarily made up of students who are: African American, Latino, or of poverty) 	In place at this time in the form of .8 FTE (4 sections; two at each grade)	Math 7 and Math 8 teachers (both are considered Master or Studio-level teachers)	Student in the lab classes receive their primary math instruction in either Math 7 or Math 8. The have a second “lab” class of 55 minutes (daily). The focus of the lab class is preview, review, enrichment, and depth. The goal is to create confidence in mathematics, to back-fill deficit, and to increase performance on both formative and summative assessments, including, but not limited to the WASL.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Hire an instructional coach for Math	<ul style="list-style-type: none"> All math students, though a major emphasis is on the Math 6, 7, and 8 classrooms 	.5 FTE (2.5 days per week)	Coach and Principal	WMS is partnering with Microsoft for three years. As part of that partnership, WMS receives a .5 math coach to support the implementation of CMP2 curriculum, to facilitate the studio classrooms, to support new classroom teachers, to facilitate math trainings in the building, and other areas of support designed to improve the instructional levels and experience at WMS
Common Prep	Various	Daily	Principal	A concerted effort was made to block out common planning time for as many of the math teachers as possible. As a result, 7 of 9 teachers share planning time with another teacher, including 5 who share the same period.
Project EXCEL	L2 Grade 7 (primarily made up of students who are: African American, Latino, or of poverty)	Jan – March	TBA	Math and Reading program have actively participated in SPS Project EXCEL. Results from this WASL attack program have been positive, especially in year one, when more math teachers participated actively in the program.

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>
Classroom observations, exit tickets, and formative/summative classroom data collected in the lab classrooms	All students in lab are monitored for performance on a weekly basis.	Lab Class Instructor and Coach	Instructors and coach analyze student work and assessment data during CT time or during common prep. If student growth is demonstrated and sustained, students can, at the end of M7Lab move into singleton M8 class without lab support. Students who demonstrate continued need remain in lab classes for M8.
Project EXCEL pre and post-test data	L2 students identified for Project EXCEL program.	Project EXCEL teacher and lead administrator (TBA)	Pre-test data serves as inventory and entry point. EXCEL lessons can be modified to best meet needs based upon data results.
CMP2 Pre and post unit tests	All students using CMP2 as instructional core of math	Classroom teacher	As designed by coach and classroom teacher, based upon results of pre or post assessment.

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>	
• CMP2 Trainings/Studio Days	All Math Teachers	Monthly or Quarterly training	Staff is actively participating in the CMP2 trainings on a regular basis; two WMS staff are being used as Studio sites for trainings.
Collaborative Team (a PLC/Data Team model)	All Math Teachers	Twice a month; 95 minutes per session	Math team has developed two Collaborative Teams (PLC) with a specific purpose of examining student work in an effort to improve. Coach works with CTs directly.
Various PD Trainings and Conferences	Math Dept.	October 9,10,11,12 math conference in Portland ASCD trainings at various times (funded by Microsoft)	Trainings targeted at assessment, ELL instruction, and other specific math topics are part of the menu at these events.

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>
Math Nights at WMS	<ul style="list-style-type: none"> • Math 6, 7, and 8 families, including Lab Class Families • ELL families 	1-3 times per year	Math Dept. and Coach	Math Dept. will provide specific math instruction, games, strategies, and information to families. Food and beverage provided to increase participation. ELL interpreters provided to assist families who need interpretive services.
Project EXCEL Kickoff and Family Night	<ul style="list-style-type: none"> • L2 EXCEL families 	2 times	Project EXCEL lead (TBA)	Opening EXCEL Kickoff event is designed to share purpose and strategies to be used during EXCEL work. Family Night is held to celebrate the commitment students and families make towards their participation in EXCEL.
PTSA Parent Conferences	<ul style="list-style-type: none"> • All Families 	Two days in November	Principal and PTSA	PTSA funds two evening "tennis shoe" conferences for all families. Parents are able to meet and talk with all teachers at the same time. Provides direct and important contact for many of our families. Includes interpretive service staff for families with limited English.

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

S.M.A.R.T. Goal: As measured by the 2009 Spring WASL scores, WMS will have a 3% gain on the overall 7th grade Writing WASL, reaching a passing rate of 87% or better. In addition, WMS will decrease the number of L1 students by 5 and have a net decrease of 10 students at L2.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Writers Workshop Implementation	<ul style="list-style-type: none"> • All ELL Students • All Regular 6-7 Students • All Spectrum 6 Students • (100% 6th)`50%+ of APP 6 + 7 (20% 7th) • 50% A small number of SPED students • A limited number of 8th grade students 	Year-long implementation	Principal and Coach	Writers Workshop implementation continues at WMS. Majority of Writers team is in year 2 or year 3 of implementation. Components included commitment to 3 days of WW, mini-lessons, Writers Celebrations, Writers PD, and Writers Conferences.
Hiring of instructional coach to support WW staff	<ul style="list-style-type: none"> • All students 	Funded .5 (2.5 days per week) fte position for 08-09	Principal	Coach supports teachers in classroom, models WW strategies, provides resources and insight, meets with Principal on regular basis, meets with WW team on regular basis.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Blocking and Looping of LA and SS classes for all 6 th and 7 th grade students	<ul style="list-style-type: none"> All students in grades 6-7 (exceptions for specific ELL or SPED students based on specific needs) 	On going	Principal	One of the key strategies that WMS uses to improve literacy for all students is the deliberate blocking and looping of students with the same teacher over a two-year period. This deliberate strategy provides 30 days of additional instruction time in the 7 th grade year, as the students begin right where they left off in the spring of their 6 th grade year, with the same teacher. That teacher doesn't have to start over, learn names, etc. They go straight into teaching on day one. Additionally, the relationship that the teacher has with the students and families of that student is well established, classroom norms and routines are clear, and expectations for all students and adults in the classroom are clear on day one. This is one of the key strategies that WMS staff feels is significantly different from most other traditional middle schools, and is a key to the success of WMS in closing the literacy gap.
Collaborative Design of 8 th Grade Spectrum LA	<ul style="list-style-type: none"> 8th Grade Spectrum 	Ongoing	LA 8 th Grade Spectrum Teachers	
Teaching the writing process	<ul style="list-style-type: none"> All students 	Ongoing	LA Teacher	Students learn and practice pre-writing, drafting, revision, editing.
Teaching writing traits	<ul style="list-style-type: none"> All students 	Ongoing	LA Teacher	Students learn and practice sentence fluency, word choice, organization, ideas, conventions, and voice.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Integrated writing curriculum (writing in the content areas)	<ul style="list-style-type: none"> Block students 	Ongoing	Classroom teachers	The Humanities model at WMS promotes integration of writing into social studies. Teachers use narrative, expository, and descriptive writing to explore historical ideas.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Writers notebooks are monitored on a consistent basis; conferencing with students by teacher; publishing parties; other related activities designed to capture data around writing improvement	All students participating in WW, including students in all WASL categories and all performance levels (L1 – L4)	Classroom teachers collect, analyze, and report progress. Classroom teachers share out at WW meetings, delete during CT time, during WW conferences, or at other gatherings where WW is being discussed or planned.	Direct feedback from WW notebooks is used to plan the WW program.
Pre and post writing tests	8th Grade Spectrum students - Quarterly	Classroom Teacher collect, analyze, and report progress during collaboration time.	Test data will be used to refine and redesign as necessary
Student writing journals with progress reflections	8 th Grade Spectrum - ongoing	Classroom Teachers collect, analyze, and report progress during collaboration time.	Data will be used to refine and redesign as necessary.

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

SECTION 2: MAJOR FOCUS AREAS

Note: Please delete or add rows as necessary

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>	
WW Conferences	All WW staff	3-4 times per year	WW conferences bring all WW participants together to share strategies, challenges, successes, etc. Direct instruction by trainers is offered, as well as individual and cohort collaborative time.
WW "lab days"	All WW staff	2-3 times per year	Off-site visits to other WW building; direct instruction by Columbia Teachers College or WW staff; collaborative planning time.
WW collaboration during prep times, release times, and LA meeting time	All WW staff	As scheduled by coach and participating teachers	WW teachers and/or coach meet to review instructional practices, share strategies, challenges, successes, etc. Review classroom data to drive instructional decisions.
Curriculum Alignment	8 th Grade Spectrum teachers	Teachers meet several times a month	Teachers will collaborate closely to analyze new curriculum and student data, using the info to retool and scaffold aligned curriculum per students' needs.
ELD Alignment	ELD Teachers	Ongoing	Teachers will collaborate with district initiated study team. Implementation of WW as modified by needs of ELD students.

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>
Writing Celebration – Gallery Walk	<ul style="list-style-type: none"> All family members of WW students are invited to attend 	Spring	LA Teachers and Coach	All WMS students will identify a piece of writing to publish and share. Students will hang their pieces on their lockers and parents/ and students will be free to peruse the 'gallery.' Some rooms will host open mics.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Reading

Lead Responsibility:

Principal

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

As measured by the 2009 Spring WASL scores, WMS will have a 3% gain on the overall 7th grade Reading WASL, reaching a passing rate of 81% or better. In addition, WMS will decrease the number of L1 students by 5, and will have a net decrease of at least 10 students at L2

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>
Reading Intervention Classes (Grades 7 and 8)	<ul style="list-style-type: none"> WASL identified L1 and L2 students Students identified or recommended via DRA or other assessment data 	Currently in place: funded out of LAP and Baseline dollars	Principal and Reading SMS	Based on a combination of WASL data, tracking of student progress, DRA assessments, recommendations from ELL and from other staff, and/or School Turnaround data; students are identified for either Grade 7 or 8 intervention classes. Taught by a trained elementary reading specialist where the class size is targeted at 10 – 12 students per section, who uses the Readers Workshop model and standards-based differentiated instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Readers Workshop	<ul style="list-style-type: none"> ▪ ELL Students and students in Reading 6 classes 	In place	Classroom Teachers trained in RW	Many Reading 6 and ELL reading teachers have participated in Readers Workshop trainings. Use of classroom libraries and “just right books,” reading logs and conferences. Explicit reading instruction strategies are all common experiences in RW classrooms.
Reading Intervention 6	<ul style="list-style-type: none"> • Students identified through DRA assessment in first semester of Grade 6 are given an additional reading class during the 2nd semester. 	In place	Reading Specialist	During Semester 1, Reading Specialist is released .2 fte to DRA assess all 6 th grade students in Regular program, plus identified students in other programs. WASL data that arrives after start of school is also used to identify students in L1 and L2 areas. At semester break, identified students are ranked by extreme need and formed into class.
Project EXCEL	<ul style="list-style-type: none"> • L2 Grade 7 students • L2 8 grade 	Jan – Mar & (1 st week of April) <ul style="list-style-type: none"> • 7th grade 2x’s/week • 8th grade 1x/week 	Reading Teachers	Math and Reading program have actively participated in SPS Project EXCEL. Reading WASL results from this intense WASL-based program have been positive in both years that WMS has participated.
After School 8 th grade Reading Club	<ul style="list-style-type: none"> • Targeted at L2 8th graders, but includes any student in the 8th grade 	2 x’s / week for 2 hours	Reading Specialist and LA/SS teacher	In order to support struggling readers, teachers work after school with students to assist in reading grade level material.
GLAD	ELL served students	In place in ELL and some ELL support classes	ELL Staff	GLAD trained teachers work specifically with ELL students to help them in acquiring language and reading skills.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Literature-Based Genre studies incorporating GLE's and integrating various disciplines	All program (AL, Reg ed, SpEd, ELL)	In Place	Reading Teachers	After instruction, in order to meet student needs teachers use various methods to assess progress in learning the academic standards such as oral presentation, art, technology and written work.
Read Naturally and SRA with direct instruction in decoding	Special Education	Daily	Special Education Reading Teacher	Students use a differentiated programs in order to accommodate various reading levels,

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA	All 6 th grade Regular students, plus identified Spectrum and APP students	Reading Specialist	Results are reported to R6 teachers (or other programs), as well as counselors and SIT team (as necessary). Data is used for R6 instructional strategies as well as to identify students for Semester 2 Reading Intervention class.
School Turnaround Testing	All students during test 1, Reading 6 and Intervention students, as well as others whose teacher chooses to participate during test 2 and test 3	Reading Specialist, School Turnaround staff, and R6 teachers	School Turnaround Testing provides three data points that are linked to L2 and L3 success on the WASL. Analysis and suggested strategies are part of the information returned with each assessment's results. Reading specialist formulates specific reading strategies that R6 staff will implement based upon individual or whole class results.

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 Assessment	All programs Weekly	Reading Teachers	Teachers monitor students' academic progress by using material presented in class for formative assessments. Some teachers share results and discuss student work in the additional reading meetings.
Readers Workshop Conferencing and Journals	Weekly/Daily	Reading Teachers	Using RW strategies, teachers confer with students on a regular basis, design whole group mini-lessons target at specific reading attack strategies, etc., assess progress in meeting GLE's by reviewing student reading logs and journals. Students are guided to "just right books" and challenged along the entire process.
GLAD DRA Criterion Reference Brigance, and Gray Oral Reading Test	Weekly/Daily Struggling Readers at least 3x's /year Special Education Students	ELL Staff Reading Specialist Special Education Reading Teacher	GLAD trained teachers work specifically with ELL students to help them in acquiring language and reading skills. To determine reading progress, move student to the correct reading level and/or exit from Reading Improvement classes To determine reading progress, meet IEP goals, and move student to the correct reading level

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>	
Reading Meetings	Reading Staff	Reading department meets monthly. Some teachers meet an additional two times per month for 60 -90 min per session	Teachers share department information, literature and genre and student progress at monthly reading meeting. The overall goal for the additional meetings is instructional improvement and students' performance. Use of specific protocols to examine student assessments and classroom data to drive instructional practice is primary purpose.
Project EXCEL Trainings	EXCEL staff	4 trainings prior to EXCEL beginning	EXCEL staff receive specific training around the program provided by district literacy coaches.

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>
Tutoring program	<ul style="list-style-type: none"> Struggling students 	In Place	Tutor Coordinator Grade Level Counselors	The tutor coordinator works with the grade level counselors who identify students who are struggling. Tutors volunteers come from the community PTSA and local universities. Some tutors work one-to-one with students and other assist in the classroom.
Reading Exchanges with McClure Middle School	<ul style="list-style-type: none"> Struggling readers 	Spring of 2009	Reading Specialist	Students from WMS or McClure travel to each other's school and on field trip for shared reading experience, celebration, and lunch
Team Read	<ul style="list-style-type: none"> Trained 8th WMS students work with students from SPS elementary schools 	On going	Reading Specialist	WMS students, identified by staff and reading scores are trained in specific strategies to use with younger readers. They travel to elementary schools as part of an after school program, working as "reading buddies." Not only are they helping younger students, but also they further cement their confidence in themselves as readers.
Reading Information Nights	<ul style="list-style-type: none"> Families of students in Reading Intervention classes (primarily L1 and L2 students) 	2-3 times per year	Reading Specialist	Reading Specialist host a family evening event to showcase the books students are reading, provide some of the strategies that staff is using, and allow students to share some of the work from their journals, etc.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Field Trips	<ul style="list-style-type: none"> • All 	2-3 times per year	Reading Teachers	Teachers from Special Ed, Regular Program and Spectrum collaborate for units, share materials, review assessment together and attend literature based field trips APP students attend literature based field trips
Communication by phone, personal meeting and/or e-mail	<ul style="list-style-type: none"> • Struggling readers in all programs 	As needed	Reading Teachers	Teachers of all programs communicate regularly with families in order to assist with strategies to insure academic success, monitor progress and build relationships with families

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility: Science Subject Matter Specialist

S.M.A.R.T. Goal: As measured by the 2009 Science WASL results, WMS will have a overall gain of 3% (no uniform bar data for science is available). At the same time, students in our African American and Latino populations, as well as students in poverty will show a minimum of 10% growth as measured by the 2009 WASL results.

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>
OEL Team	<ul style="list-style-type: none"> All Science Students 	On going	Science Team	(OEL)Observing For Evidence of Learning is an on-going SPS program that creates a Science PLC focused on instructional improvement. Science team meets for full-release planning days that offer staff time to watch a colleague teach a lesson, examine student work collected from the lesson, and assess student understanding about science concepts. Science team observing students “thinking aloud about science”.
Claims, Evidence, Reasoning(CER)	<ul style="list-style-type: none"> All Science Students 	On Going	Science Team	Science team is using common vocabulary, strategies, and expectations for all students. Students are taught to use CER skills during data analysis and to deduct sound conclusions to their experiment questions.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Science Fair	<ul style="list-style-type: none"> All Science Students 	On Going (fair is in the Spring)	Science Team	All students participate in whole-school science fair during May. Students demonstrate understanding of Claim, Evidence, Reasoning strategies during a self-selected scientific experiment and presentation. Community Scientists judges nominate winners from all grades and programs to participate in SPS district Science Fair at the Museum of Flight.
WASL Test-Taking Tips	<ul style="list-style-type: none"> Science 6-8 Students 	Daily or Weekly	Science 6-8 Team	Using OSPI Science WASL stems, Powerful Classroom Assessments (PCA) and/or WASL science “warm-up” questions for students to practice in whole group or small group settings.
MESA Science	<ul style="list-style-type: none"> Open to all, but primarily targeted to students of color 	Weekly after school program(HOST)	MESA Coordinator	MESA science program is offered as part of after-school program. Students self-select into the program, which offers extended hands-on experiences hosted by science staff.
Experiential Science Trips	<ul style="list-style-type: none"> All students 	Various	Science staff	Science team leads whole group and class field trips to multiple sites including: Olympic Park Institute, Seattle Sewage facilities, Woodland Park Zoo, Pacific Science Center, & Burke Museum and other sites where science “comes alive.” Looking to develop relevance and relationship of science to middle school students.

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>
Classroom observations, journals/notebooks, and/or Science Lab reports	All Science students on a weekly basis, as needed.	Classroom teachers assess, collect, and share data periodically, as needed.	Looking for scientific vocabulary acquisition; evidence of C.E.R. strategies in their writing and analysis; ability to use the Scientific Method and WASL vocabulary.

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>	
OEL	All science staff	4 times per year during school, plus additional science meetings as hosted by the Institute of Systems Biology (ISB).	See above OEL description
Science workshops	Science staff	Varied throughout the year	Staff participate in a variety of Inquiry-based science curriculum trainings (e.g., Observing for Evidence of Learning, Olympic Park Institute, UWEB, Physics by Inquiry, Science Education Partnership, Professional Teachers of Science, Summer Institute for Life Science)

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/Guardian chaperones for Science field trips	<ul style="list-style-type: none"> All WMS Science Communities 	Throughout year	Science Team	See above regarding Experiential Science trips
WMS Science Fair	<ul style="list-style-type: none"> All WMS Science Communities 	Spring 2009	Science Team	See above regarding Science Fair

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: School Climate

Lead Responsibility:

Principal

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

As measured by the 2009 Staff, Student, and Family surveys, results for all three surveys will show positive growth on 75% or better of all results.

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>
Olweus Bullying Prevention Program	<ul style="list-style-type: none"> • All students; students are grouped in heterogeneous groups, by grade, with one teacher that they loop with for three years. 	On going	Olweus Team and Patti Guenther (AP)	WMS has developed a bullying prevention curriculum that is used over a three-year loop. Class meetings are held 8 – 10 times per year, with specific grade-level material being presented by staff during the 35-minute class meeting.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Bullying Protocol	<ul style="list-style-type: none"> All students 	On going	Counseling Staff	Counseling staff has developed a reporting and treatment protocol for identifying, reporting, and addressing bullying. Staff is trained prior to start of school. Students are trained by counseling staff during whole class meetings as school begins.
Climate assemblies	<ul style="list-style-type: none"> All students 	Fall+ as needed	Administration	Fall climate assemblies are held for all three grade-levels to cover basic expectations, introduce key staff, and build relationship with/for students. ASB officers present a fashion show and up coming activities are introduced. Later assemblies target specific issues or needs in the building, and can be used to show case student talents, accomplishments, etc.
Mix It Up Days	<ul style="list-style-type: none"> All students 	November and ...	Mix It Up Team	Mix It Up day is a national program designed to break down barriers between students. WMS has expanded this one-day event into an every Tuesday lunchtime event. Prizes, "handshakes," are all part of the effort to connect students across programs, grades, and cultures.
Peer Mediation	<ul style="list-style-type: none"> All students have access to the program 	On going	HOST Team	HOST staff trains 7 th and 8 th grade mediators who help students resolve conflicts before they escalate into issues that administration will have to intervene in.
Counselor Loops	<ul style="list-style-type: none"> All students 	On going	Admin and Counselors	Counselors loop with students for a three-year period. Speaks directly to relationship building, family and students support, and best practice in a counseling setting.

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 Surveys during Olweus	All students	Staff administered during Olweus time. Data collected and analyzed by Olweus Team.	Data helps us know frequency, type, and location of bullying; helps us identify needs of students around bullying or curriculum. Helps us develop safety and intervention plans for use during building supervision and passing times.
District Climate Surveys	All students, families, and staff	Various administrators. Data is reported to schools where it is shared to staff in a number of trainings.	Data is used for a wide variety of purposes.
Healthy Youth Survey	6 th and 8 th Grade Students	Amy Miller coordinates; Science Team administers; data is collected and analyzed off site by SPS.	When results are shared, Health Team will make recommendations to whole staff.

Note: Please delete or add rows as necessary

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>	
Various	Various Staff	NA	Various family or staff trainings targeted at climate and wellness are offered. Staff participate on a frequent basis.

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>
PTSA Bite of Washington	<ul style="list-style-type: none"> • All 	September	PTSA	Bite of Washington is the opening family event. Food, community information booths, class Olympics and more are used to help families connect with each other and with the school. Attendance is around 6-700 on an annual basis.
Music Celebrations	Band, Orchestra, Choir, and other Music Programs	All year	FOWM and Music Staff	WMS has nearly 2/3 of its students involved in the music program. Frequent music events give students an opportunity to showcase their work and growth, and provides an natural opportunity for families to connect to the school.
ELL Family Nights	ELL Families	3-4 per year	ELL Staff and Principal	3-4 informational nights are scheduled for ELL families. ELL staff and interpretive services host the events which are designed to connect ELL families with the school and with specific services that they will need to better understand to be successful in either the WMS or SPS systems. Areas addressed include: high school choice and transition; SOURCE; testing for Advanced Learning; HOST programs; discipline and truancy interventions.
PTSA Parent Conferences	All families	November	PTSA and Principal	Described in earlier cell.

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
ELL Family Nights	To increase the level of contact and information that our ELL families have with WMS. To increase their students participation in AL testing, College Bound program, and other programs available but not always accessed by ELL families	Hosting 3-4 family nights for ELL families: providing food, information, and most importantly, interpretive services to those who attend. Provide 4-6 additional interpreters for Parent Conference event. Provide additional interpreters for Math Night programs.
Parent Trainings	Increase parent/family participation in PTSA hosted events that provide information or specific trainings such as: internet safety, high school transition, middle school health and wellness, drug and alcohol awareness	Working with PTSA to identify 3-4 events/presentations those parents would have interest in. PTSA will host events, providing food, etc. Events will coincide with other student events to help increase the number of participants.
Middle School Organization	Helping adolescent learners get and stay organized is a key element of successful middle school experience.	We provide, with PTSA support, a students planner to all students. All students are trained in the fall, with specific on-going use of the planners expected of all students and staff.

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Lab Classes (grades 7-8) + ELL math classes at 6	1.2 FTE	Y	WSS	NA
Math	Use of math coach and collaborative planning and teaching	.5 FTE	Y	Microsoft	NA
Literacy	Writers Workshop coaching, materials, and extra time	.5 FTE	Y	NA	NA
		\$4,000	Y	PTSA	NA
		\$5000	Y	PTSA	NA
Literacy	Reading Lab Classes and Intervention Class	1.0 FTE	Y	LAP and WSS	NA
Science	OEL	NA	Y	SPS	NA
Science	Increased science FTE by .4, allowing for smaller class sizes in both 6 th and 8 th grade classrooms.	.4 FTE	Y	WSS	NA

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
PTSA	WMS PTSA currently provides \$200,000 in support that is either directly targeted to the classroom and students or indirectly to the overall "wellness" of the building. PTSA funds do not provide FTE, but they support all classrooms and programs in an equitable manner.	Annual	\$200,000	Annual Fund, Auction, other	NA
Microsoft	Microsoft Math Grant has provided funding for: building based coach (.5), Professional Development, certificated extra time for planning and conferencing, and new technology in the classrooms	3 Year Grant (08-09 is year 2)			
Seattle U., Seattle Central, UW, and Seattle Pacific University	Student tutors working with our Tutors for All program. Students receive work-study grant money based on their participation with us.	Weekly tutoring (Oct – June)	Work-study programs	Universities	Two years
YMCA/MSSP	YMCA Community Learning Center provides two full-time staff who develop and deliver the Husky Out of School Time (after school program), as well as the Peer Mentoring Program, and supervision of the Saturday School Program	Daily	NA	Family and Education Levy	Ongoing
NW Chinese School	WMS has allowed NW Chinese School to use the WMS site on Saturday to teach Chinese to local students. Not only does this bring many of our students and families back into the building on	Weekly	NA	NW Chinese School	Year two

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

Partner(s)	Description	Timing <small>(when, how often)</small>	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	the weekend, but it also increases our positive support by one of our major community stakeholders.				

Note: Please delete or add rows as necessary