

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

WEST SEATTLE ELEMENTARY

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Revision History

Revision Number	Date	Comments
Revision 1	September 15, 2008	Revised Title 1 School-wide plan
Revision 2	November 12, 2008	Edits by Office of School Improvement
Revision 3	November 24, 2008	Edits by Office of School Improvement
Revision 4	December 5, 2008	Edits by Curriculum Teams at WSE
Revision 5	December 11, 2008	C-SIP Peer Reviews
Revision 6	January 6, 2009	Edits by Office of School Improvement

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

SECTION 1: SCHOOL 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.

<p>Vision and Mission</p> <ul style="list-style-type: none"> ➤ All children learning through engaging, rigorous, curriculum in a safe, nurturing and culturally responsive environment ➤ Our community and families valued, engaged and dedicated to student learning ➤ Staff empowered, committed and supported learners and leaders <p>Highly qualified staff provides instruction through school-wide, common research-based strategies selected and developed to meet the needs of diverse learners. Frequent assessment/progress monitoring allows instructional decisions to be data-driven and highly focused.</p>

What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

Insight	How is this insight addressed in our C-SIP?
1	<p>DRA and DIBELS results demonstrate a high percentage of learners are reading at benchmark. WASL data demonstrates limited reading achievement</p> <ul style="list-style-type: none"> • Multiple forms of assessment are necessary to develop effective instruction. We will design student experiences that familiarize students with WASL formatting and design to ensure effective reflection of skills. We will also focus more on writing reflective responses to ensure skills and concepts are reflected.
2	<p>Sub-groups in our student populations lag behind others including English Language Learners, African</p> <ul style="list-style-type: none"> • LAP and Title I dollars have been committed to strengthen program in areas where student performance indicates we have the greatest need. • We maintain a strong prevention/intervention focus with our youngest students. Given that “time on task” has the greatest correlation with student achievement, we offer full time kindergarten to all students at no cost to their families.

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Insight		How is this insight addressed in our C-SIP?
	American and Latino males. Note: overlap in these categories.	<ul style="list-style-type: none"> We utilize LAP and Title funds to support these populations through Instructional Assistants Bilingual program staff are aligning their practice to “best practice” as outlined in the most recent bi-lingual audit. We use both pullout and inclusion models. We continue to provide PD in GLAD training for all staff. We have set aside additional Title I hours to increase bi-lingual IA time at our school We are engaging minority and ELL families in unique ways. We select parents from 3 cultures in our Natural Leaders program, training and supporting their outreach to families and community. We are engaged in our work to build cultural competence and responsiveness into every aspect of our school.
3	Student achievement in mathematics has not increased significantly over the past several years.	<ul style="list-style-type: none"> Professional development time for mathematics this year is focused on the continued use of Data Teams to improve student achievement in mathematics. In addition, all staff will participate in district directed professional development opportunities around Everyday Mathematics (math leaders). A 1.0 math coach has been assigned to our school. He will support to our Data Team and Action Plan development (enhancing knowledge of strategies to be employed in instruction) as well as in assisting bi-lingual and special education staff in increasing knowledge and skill. He will mentor, team, coach and shape our instructional practices.
4	Student survey and discipline data indicate a significant drop in office referrals and demonstrate a need for continued focus on high expectations and student safety.	<ul style="list-style-type: none"> We adopted Positive Discipline this year to shape our climate and student management practices. We are engaged in 14 hours of training emphasizing cultural responsiveness, developing and maintaining high expectations and fostering a strong sense of community. This process identifies disproportionality in discipline referrals and suspensions. We will use Data Teams to systematically review data, develop action plans and design Professional Development

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.

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SECTION 1: SCHOOL OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	<ul style="list-style-type: none"> Review of our WASL data demonstrates need for focus in the area of reading. Effective accelerated instruction in all grades (K-5) is necessary Students need to increase skills in comprehension of fiction and non-fiction text 	<p>By 2009 76.1% of students in grades 3, 4, and 5 will meet or exceed grade level standards as measured by performance on the WASL.</p> <ul style="list-style-type: none"> 52.7 of 3rd graders will meet benchmark in WASL reading. 61.5% of 4th graders will meet benchmark in WASL reading.. 40% of 5th graders will meet benchmark in WASL reading.
Math	<ul style="list-style-type: none"> Review of our WASL data demonstrates need for focus in the area of math. Effective accelerated instruction in all grades (K-5) is necessary 	<p>By 2009 64.9% of 3rd, 4th and 5th grade students will meet or exceed grade level standards in math, as measured by performance on WASL.</p>
Writing	<ul style="list-style-type: none"> Review of our WASL data demonstrates need for focus in the area of Writing Effective accelerated instruction in all grades (K-5) is necessary Students must be proficient in writing in order to effectively communicate their thinking and reasoning 	<p>By 2009 60.1% of 4th grader will meet or exceed grade level expectations as measured by WASL performance.</p>
Safe Learning Environment	<ul style="list-style-type: none"> Children need to feel safe in a culturally responsive, safe, nurturing environment in order to learn 	<p>By Spring 2009 increase positive social learning behaviors in our African American and Latino boys as demonstrated a 30% decrease in office referrals for these students.</p>

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SECTION 1: SCHOOL OVERVIEW

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.

West Seattle Elementary C-SIP supports and contributes to the SPS Strategic Plan by:

- Ensuring students making Academic milestones:
 - Focusing on all students at Benchmark in Reading by 3rd grade through a Balanced Literacy Program, Focus on the 5 Components of Reading and the Reading First Grant implementation.
 - Focusing on increased mathematics achievement.
- Developing Professional Learning Communities to ensure high quality instruction
 - Ensure effective, responsive instructional design through Data Teams and Action Plans
- Designing effective professional development experiences to create strong instructional leaders
- Ensuring support, information and school-wide practices for all staff accountability
- Designing a safe, healthy culturally-responsive learning environment

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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?

West Seattle Elementary continue to design school-wide research-based practices to support all students learning:

- Focus on positive student climate through common practices in building socially responsible students
 - Morning Meetings, common expectations, solution-based responsiveness
- Develop high expectations and practices for student achievement and staff accountability
- Engage families in student achievement
- Flexible Grouping
- Tiered interventions and instructional differentiation
- Balanced Literacy practices
- GLAD Strategies
- Six Trait Writing
- School-wide writing prompts
- Data- driven instructional decisions and design through progress monitoring and Data Teams
- Professional Development strongly connected to C-SIP.
- Communicating Learning Targets to students previous to teaching
- Translation of written materials and other communications with ELL families
- Full-time Kindergarten for all K students

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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:	<ul style="list-style-type: none"> Our school's Building Leadership Team (BLT) includes the principal, the Head Teacher, 6 classroom teachers (including one 1st grade teacher, one K-2 SpEd teacher, one K-2 BOC teacher, one 2/3 teacher, one third grade teacher, one ¾ grade teacher) one Instructional Coach and 2 Instructional Assistants. Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff. We further develop and design Professional Development experiences necessary for C-SIP success. We also assure our resources support school goals and student learning.
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> C-SIP goals/strategies/activities include input from BLT; At this point no parents serve regularly on the BLT but two parents designated as Natural Leaders serve as advisors/consultants to BLT. Our C-SIP was presented at our <i>Fall Family First Dinner and Open House on October 1st</i>. A specific section presented the plan to parents with translators (Spanish, Vietnamese, Somali) available in our 3 most common languages. This Parent input was included in our ongoing C-SIP refinement. We have and will continue to highlight sections of the C-SIP in family newsletters (October 27, 2008 and other date td) throughout the year. Our Family Support Workers and Family Partnership Specialist work with families individually to gain input about and help implement the school action plan.
	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. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
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.

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	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.
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SECTION 1: 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.

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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 (All, Black, Low Income) and Math (All, Black, Low Income) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 1

Title I status

This school receives Title I funds.

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SECTION 1: SCHOOL OVERVIEW

Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At our school Retreat and at our Grade Band Team / Data Team meetings each month in both math and reading (dates vary according to the level and schedule) and in our Building Leadership Team (BLT) (every first and third Thursday) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area originally in early September and adjusted to reflect Fall assessment in late October
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups at all monthly data team meetings. • We created a master schedule to maximize available student learning time especially in literacy and mathematics on August 15th (adjusted as needed from data results) • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.
3 Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participates in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5 What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These

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	Component	How school has addressed each Component
		activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • WSE hosts an event for pre-schoolers and their families to meet our kindergarten team and tour the school on January 28 at a Family First Dinner. Tours for children happen before the end of school and tours for parents happen every Wednesday throughout February. • We invite WSE alumni to come into classes and talk about their middle school experiences and answer student questions. This is scheduled as convenient with the schedule of the alumni. We also talk with parents about middle school options and the Rainer scholars program at parent/teacher conferences. Some local middle schools come to science and other family nights to introduce families to their schools. We fill out student forms for students going on to Madison Middle School. • I have students write their daily homework assignments in a weekly form to prepare students for recording middle school assignments and becoming organized. I also help students to develop research skills and project management skills through a series of projects throughout the year.
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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SECTION 1: SCHOOL OVERVIEW

School improvement process as a result of AYP Status

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

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

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: READING

Lead Responsibility:

Principal, Head Teacher, Literacy Coach, Reading First Coach, Classroom Teachers, Bi-Lingual Teacher Reading Teachers and Instructional Assistants

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

By 2010 76.1% of students in grades 3, 4, and 5 will meet or exceed grade level standards as measured by performance on the WASL:

- 76.1% of 3rdth graders will meet benchmark in WASL reading.
- 76.1% of 4th graders will meet benchmark in WASL reading..
- 76.1% of 5th graders will meet benchmark in WASL reading.

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

SECTION 2: MAJOR FOCUS AREAS

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
<p><i>Please provide a brief title of the strategy</i></p>	<p><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></p>	<p><i>When will this strategy be employed at your school?</i></p>	<p><i>Who is responsible for carrying out this strategy?</i></p>	<p><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></p>
<p>Reading Data Teams disaggregate and analyze data to inform instruction</p>	<ul style="list-style-type: none"> • All Students K-5 	<p>Regularly scheduled throughout year</p>	<p>Principal, Head Teacher, Instructional Coaches, Classroom teacher, Instructional Assistants</p>	<p>At least once per trimester grade-band teams will meet to review DIBELS, DRA, GRADE and CBA data to inform instructional decisions and create an Action Plan targeting students below benchmark/grade level.</p> <p>Progress monitoring every two weeks informs team of ongoing growth and need for intervention.</p>
<p>Differentiated Instruction in Balanced Literacy Practices meets the varied needs of learners</p>	<ul style="list-style-type: none"> • All Students 	<p>September - June</p>	<p>Principal, Head Teacher, Instructional Coaches, Classroom teacher, Instructional Assistants, Parents and Students</p>	<p>Each classroom will implement Balanced Literacy practices with emphasis on Interactive Read-aloud, Shared and Independent Reading. Use of K-2 Libraries will benefit young learners.</p>

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Strategy	Target Students	Timing	Lead	Description
Explicit instruction on the 5 Components of Reading	<ul style="list-style-type: none"> All students 	September - June	Principal, Head Teacher, Instructional Coaches, Classroom teacher, Instructional Assistants, Parents and Students	Differentiated instruction emphasizing phonemic awareness, phonics, fluency vocabulary and comprehension
3-Tiered Model for Reading Instruction and interventions to meet the needs of individual learners K-3	<ul style="list-style-type: none"> K-3 	September - June	Principal, Head Teacher, Instructional Coaches, Classroom teacher, Instructional Assistants, Parents and Students	<p>Tier I : Staggered 90 minute Reading Blocks allow support staff (Reading Specialists, Instructional Assistants, Bi-Lingual staff, tutors) to support small, flexible groups.</p> <p>Tier II: 40 minutes intervention for all 1-3 students in small, instructional-level groups or pull-out ELL classes</p> <p>Tier III: After school tutoring and skills building for all students not meeting benchmark or just meeting benchmark.</p>
Use of GLAD strategies in classrooms to meet the needs of ELL and emerging readers.	<ul style="list-style-type: none"> All students 	Training and follow-up in 2009	Teresa Boone, Keoma Nicholas	Additional staff will be trained in the use of GLAD strategies. This training also includes a focus on the use of GLAD strategies as a part of a balanced literacy model (as well best practice reading assessment).

Note: Please delete or add rows as necessary.

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SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DIBELS	All students K-5 1/trimester and progress monitoring every two weeks for targeted K-3 students.	Reading Coaches, "Sweep Team", Classroom teachers	Individual student's capabilities in decoding and retell skills in order to create action plans to increase individual and group achievement.
DRA	1,2, and 3 rd grade students and targeted 4 th and 5 th grade students	Reading Coaches, Classroom and Reading Teachers	Contributes to Data Team conversation regarding student progress. Specifics inform Student Learning Plan and Team Action Plans for Reading
GRADE	2 nd and 3 rd graders in the Fall K- 3 in Spring	Reading First Coach, Classroom and Reading Teachers	Provides information regarding student comprehension skills and needs to better design targeted instruction.
WASL	3 - 5	Principal, Head Teacher, All instructional staff	Provides information regarding student achievement as well as assess program effectiveness and will be used to improve instruction.
CBA's	All students K-5	Classroom and Reading Teachers, Data Teams	Provides information regarding day-to day learning and needs of student groups and individuals for monitoring and adjusting instruction.

Professional Development

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SECTION 2: MAJOR FOCUS AREAS

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>	
Training regarding 5 Components of Reading	All instructional staff	Initiated at Staff Retreat in August , explored and revisited throughout the year at staff meetings, planning teams, etc.	Identifying and defining the 5 components of reading. Exploring Teachers text to find focused lessons on each component. Designing lessons to include differentiated instruction for each component. Team plans will identify component targeted.
GLAD Training	All Instructional Staff	New staff trained by January 2009. Updates and follow-up embedded in staff meeting PD, walk through, etc. throughout the school year	7 Days of training on skills and strategies designed to meet varied learning styles. Training includes modeled lessons and group lesson design activities.
Balanced Literacy Training	All Instructional Staff	Training on components of Balanced Literacy at August Retreat and revisited throughout year. Emphasis on Vocabulary development, Shared Reading and interactive –read alouds embedded in staff meetings at least once per month.	Reading Coaches, principals, Reading First Staff and SPS Literacy Department will provide on going PD in these components through direct instruction, team planning, modeling coaching
New Adoption Training	All Instructional Staff	August retreat included day long training in use of the Houghton Mifflin materials to design a balanced literacy block and support student interventions Revisiting bi-weekly in Reading Team meetings and staff meetings.	Consultants provided 7 hours of initial training with support from Reading Coaches in order to focus on strategies to implement our C-SIP. We check-in weekly for focus questions and demonstrate 1/ month a quality strategy for instruction. Teams use the materials when team planning with Coach

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SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Assessment Trainings for DRA, GRADE, DIBELS	Primary instructional staff and Instructional Aides	Initial training just prior to administration of assessment and analysis use of information prior to Data Teams	Prior to initial administration of these assessments we train staff in proper administration and how to use the data once collected
Embedded PD through 1.0 Reading First Coach and .5 Literacy Coach	All instructional staff	Daily opportunities for embedded training September - June	Coaches facilitate Data Teams, Planning Teams and Literacy Teams in our school. Each day they support through consultation, modeling and teaming lessons, informational learning walks and all staff trainings.

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>
Literacy Night and Family First Dinner	<ul style="list-style-type: none"> All WSE Families 	January 2009	Reading Coaches, Family Partnership Specialist and instructional staff	Families attend dinner and then participate in classes regarding reading and writing goals and instruction. Families also participate Family reading activities or watch students demonstrate the skill. Translation is provided in at least three major languages
Daily Reading Homework	<ul style="list-style-type: none"> All WSE Families 	Sept. - June	Classroom and Reading Group Teachers	Students are expected to read aloud to a family member OR read independently in language spoken at home for 10 – 30 minutes a day. Parents sign journal daily.
WSE Connections Family Newsletter	<ul style="list-style-type: none"> All WSE Families 	1/month Sept - June	Principal, Head Teacher and Coaches	A specific reading and/or instructional strategy is the focus of a newsletter article each month.

Note: Please delete or add rows as necessary

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Mathematics

Lead Responsibility:

Principal, Head Teacher, Math Coach, Classroom Teachers, Bi-Lingual Teacher and Instructional Assistants

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

By 2009 64.9% of 3rd, 4th and 5th grade students will meet or exceed grade level standards in math, as measured by performance on 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>
Husky Math Detectives motivates students to solve leveled math problems as part of an all school recognition program	<ul style="list-style-type: none"> Students K-5 are encouraged and supported to participate 	Every other week Sept – June a new set of problems are posted	Math Team, Math Coach	Math problems in WASL format are posted on a bulletin board every other week. Teachers and other staff encourage and support all student participation. Students gain recognition for completing problem. Members of the Math Team score and return these problems.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Data Teams collaboratively segregate and analyze data to inform instruction	<ul style="list-style-type: none"> All student K-5 	Monthly Sept - June	Math Coach, Principal, Instructional Staff	Each trimester grade-band teams meet to analyze data from the DMA and create Action Plans for instructional change to better meet student needs. Data Teams meet using EDM End of Unit Assessments and student work to inform instruction and modify Action Plans.
Collaboration with Math Leaders, Math Coaches and Staff Members to teach best practice strategies for mathematics	<ul style="list-style-type: none"> All students K-5 	4 Xs per year Sept, Nov, Jan and March	Math Coach, Math Leaders	EDM training includes District supported training of Math Leaders to bring strategies to math instruction.
60 minute Mathematics blocks each day for all grade levels	<ul style="list-style-type: none"> All students K-5 	Sept - June	Classroom teachers	Math Blocks are designed to support pacing calendars and instruction including Mental Math.
After School Math tutoring to support students not meeting benchmark in Math	<ul style="list-style-type: none"> 3-5 grade Students not meeting benchmark in Math 	January – April, 2 Xs a week for 1.5 hours	Math Coach, Principal, EXCEL teachers	After school small, differentiated groups practice math computation, writing in math and reasoning strategies.
ELL Support targets differentiated instruction for bilingual students	<ul style="list-style-type: none"> Bilingual students at Level 1 and Level 2 in first through third grade 	September - June	Bilingual Teacher, Math Coach, Principal and Head Teacher	ELL staff will align their work with general education classrooms; they will practice an “inclusion” service model as appropriate. ELL staff will work with youngsters on vocabulary development, which includes terms used in mathematics.

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>
Multiple assessments are available within the EDM program (reviewed on 9/17 w staff) to inform instructional decisions	All students	Classroom teachers, Math Coach	Data teams will monitor student progress toward mathematics goals and will adjust instructional strategies and pacing accordingly (focus on differentiating strategies).
SPS District Math Assessment results are analyzed to inform instruction.	1-5 Students	Classroom teachers, Math Coach	Data Teams analyze test result data to create Action Plans for instructional strategies to ensure student achievement
WASL Math Assessments provide information for goal development and progress.	Spring WASL testing for 3 rd , 4 th and 5 th grades	Principal, Head Teacher, Math Coach, Classroom Teachers, Bilingual teacher, Instructional staff	WASL data shapes our school, team and individual staff goals.

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>	
Collaboration with Math Leaders, Math Coaches and staff members to teach best practice strategies for mathematics	<ul style="list-style-type: none"> All Instructional staff 	4 Xs per year Sept, Nov, Jan and March	EDM training includes District supported training of math leaders to bring strategies to math instruction .
Weekly Staff Math Newsletter	All instructional staff	Each Monday, September - June	Math Coach sends a weekly math newsletter to inform staff of math activities.
Data Teams meet monthly to analyze assessment data to inform instruction	All instructional staff in Grade-band team	1/ Trimester to analyze DMA and develop Action Plans 1/month to analyze and share data to collaborative modify Action Plan	Data Teams meet 3 Xs per year to desegregate and analyze DMA results to develop Action Plans for improved instruction. Data Teams also meet monthly to analyze EDM unit assessments results and review student work in order to modify and improve Action Plan
1.0 Math Coach embeds support and professional Development in daily instruction	<ul style="list-style-type: none"> K-5 Instructional Staff 	Sept. - June	Through mentoring, modeling, consultation, and teaming the Math Coach guides best practice strategies in mathematics instruction.

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>
EDM Unit Family Newsletter	<ul style="list-style-type: none"> All WSE Families 	Once per unit	Classroom Teachers	Unit letters inform parents of key vocabulary and concepts. Each letter provides strategies for helping students at home and answers to homework.
Family First Dinner and Math Night	<ul style="list-style-type: none"> All WSE Families 	February 25, 2009	Principal, Family Partnership Specialist, Math Coach, Instructional Staff, Parent Natural Leaders	Family dinner followed by multi-level family math activities, as well as workshops for parents on how to help students with homework and understand curriculum
WASL Family Night	<ul style="list-style-type: none"> Families of students below benchmark in Math grades 3-5 	March, 2009	EXCEL Teachers, Math Coach, Principal	Families of targeted students invited to learn about WASL assessment and Math expectations as well as ways to support Math learning at home.
Inform parents of student progress in order to build support for student learning	<ul style="list-style-type: none"> Families being served by LAP funds as well as 5th grade students not meeting standards All families 	September through June	Principal, Classroom teachers, Data teams	Parent phone calls, conferences and Student Learning Plans inform parents of student strengths and needs as well as collaborative generate an action plan for student achievement

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Principal, Literacy Coach, Classroom Teachers and Specialist, Instructional Assistants, Parents Students.

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

By 2009 60.1% of 4th graders will meet or exceed grade level expectations as measured by WASL performance.

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

SECTION 2: MAJOR FOCUS AREAS

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>
GLAD strategies to support multiple learning styles, vocabulary development and differentiation for writing instruction	<ul style="list-style-type: none"> All Students K-5, but particularly ELL students and struggling writers 	September to June	Classroom Teachers	GLAD strategies support all learning styles and enrich vocabulary development. Students use graphic organizers to organize their work.
School-wide writing prompts 2 Xs a year with a focus of form, audience or purpose	<ul style="list-style-type: none"> All students K-5 	October and May	Principal, Literacy Team, Literacy coach, Classroom teachers	Alignment of writing score guides, common expectations related to writing instruction. Collaborative scoring informs instructional focus in writing as well as shape consistent writing instruction across classrooms.
Writing taught using a writer’s workshop model, providing a structure and process for differentiated writing instruction.	<ul style="list-style-type: none"> All WSE students 	Sept. - June	Principal, Literacy Team, Literacy coach, Classroom teachers	5 Step Writing Process provides common language and expectations providing opportunity for targeted and differentiated instruction. Shared writing, samples and cooperative skills enhance student writing.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Integrated 6 Traits Writing Instruction emphasizes components of quality writing	<ul style="list-style-type: none"> • All students K-5 	Sept. - June	Classroom Teachers and other Instructional staff	Use of 6 Trait writing emphasizes word choice, voice, purpose, audience and sentence fluency with emphasis on each trait throughout the year to build a continuum of skills and responses. (Not currently happening across all grades)

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>
Common writing prompts provide information regarding group and individual growth in writing to inform instruction	All students K-5	Literacy Coach, Classroom and Bi-lingual teachers	Common writing prompts demands collaborative and common scoring rubrics shaping consistent practice throughout school. Sharing student work and analyzing data informs instructional design.
WASL Writing Assessments provide information for goal development and progress.	Spring WASL testing for 4 th grade	Principal, Head Teacher, Literacy Coach, Classroom Teachers, Bi-Lingual teacher, Instructional staff	WASL data shapes our school, team and individual staff goals for improved

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>	
6 Traits Training and some Writer's Workshop strategies	Classroom teachers, Administrators, Literacy Coach.	October – June training embedded in Workshops, staff meetings and team planning meetings	Staff will participate in 6 Traits training both as a whole staff during early release and in grade-band teams during collaborative team meetings. Once per month at staff meetings one writing workshop strategy and trait will be emphasized and supported.
Data Teams review student work and analyze assessment data to inform instruction	Classroom teachers, Administrators, Literacy Coach.	Data Teams meet throughout the school year at least once per month	Collegial work (review of student work, alignment, strategies to be employed)
GLAD training for new staff and supports in place for staff with previous training	Instructional Staff	Training for new staff by January 2009 Training and support for GLAD strategies throughout school year	7 days of training in enhancing vocabulary, meeting multiple learning styles, and visual, graphic organizers as well as modeled teaching and unit design.

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>
Family First Dinner and Literacy Night	<ul style="list-style-type: none"> All WSE Families 	January 28, 2009	Principal, Family Partnership Specialist, Literacy Coach, Instructional Staff, Parent Natural Leaders	Family dinner followed by multi-level family literacy (reading and writing activities, as well as workshops for parents on how to help students with homework and understand curriculum
WASL Family Night	<ul style="list-style-type: none"> Families of students below benchmark in Reading and Writing grades 3-5 	March, 2009	EXCEL Teachers, Literacy Coach, Principal	Families of targeted students invited to learn about WASL assessment and Writing expectations as well as ways to support writing at home.
Inform Parents of Student Progress in order to build support for student learning	<ul style="list-style-type: none"> Families being served by LAP funds as well as 5th grade students not meeting standards All families 	September through June	Principal, Classroom teachers, Data teams	Parent phone calls, conferences and Student Learning Plans inform parents of student strengths and needs collaboratively generate an action plan for student achievement based on this information.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Safe Learning Environment

Lead Responsibility: Principal, Head Teacher, All staff, Parents and Students

S.M.A.R.T. Goal: By Spring 2009 we will increase positive social learning behaviors in our students as demonstrated a 30% decrease in office referrals from Fall 2008 to Spring 2009.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Build Cultural Competency and Responsiveness in staff and students to provide positive, diverse school environment.	<ul style="list-style-type: none"> All staff and students 	Sept - June	Principal, head Teacher, Instructional Staff, BLT, Discipline Team	<p>Continue staff learning and dialogue regarding cultural issues, especially disproportionality in discipline issues. Explore belief systems and practices that contribute to equity in practice and response through book groups, guest presenters and other professional development</p> <p>Directly teach students the skills of problem solving, tolerance and compassion</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Build Strong sense of community and belonging for students and families	<ul style="list-style-type: none"> All students with a focus on ELL students and families 	Sept - June	Principal, Head Teacher, All staff with leadership from Family Support Workers and Family Partnership Specialist	<p>We develop practices creating a sense of belonging (Morning Meetings, Class Meetings, Husky Traits Assemblies, Community Service, friendship and project groups by the Counselor/FSW staff, and Recess Clubs</p> <p>Roots of Empathy takes place in two classrooms where compassion and social skills are taught through an infant and mother.</p> <p>Inclusive practices for Family Engagement:</p> <ul style="list-style-type: none"> Natural Leaders (parents from different cultures providing parent leadership and support. Engaging families in dialogue about cultural appreciation and contribution Family Events tied to instruction
Common, school-wide beliefs, practices and behavioral expectations to shape learning behaviors	<ul style="list-style-type: none"> All students 	Sept - June	Principal, Head Teacher, Discipline Team, All staff	<p>We develop clear expectations for staff and Husky Traits (behavior expectations) for students</p> <p>We teach the skills necessary and support this work with encouragement and recognition.</p> <p>Classroom Student of the Week are recognized at weekly Husky Assemblies and Bulletin Board</p> <p>We develop structures and systems to improve climate in common areas such as the cafeteria, playground, hallways and buses</p>

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement Positive Discipline Strategies	<ul style="list-style-type: none"> All Students 	Sept - June	Principal, Head Teacher, Discipline Team	Positive Discipline requires extensive training for a staff cohort. We are changing paradigm through reflective dialogue and developing common practices for implementation. We will develop and use "Bugs and Wishes, Wheel of Choice, Brain/Hand Connection, Positive Time-Outs and Class Meetings.
Analyze data to inform practice, professional development and student instruction	<ul style="list-style-type: none"> All Students 	September through June	Discipline Team	<p>Data Teams (Discipline Team) meet monthly to analyze desegregated data (SWIS) regarding office referrals and school discipline.</p> <p>A School-wide SIT identifies those students who continue to struggle and will result in individual intervention plans and strategies for each student</p> <p>The data from SWIS, SIT, Student and Staff Surveys and other sources shape our interventions and informs our Professional Development</p> <p>Form a Task Force when necessary to address immediate and urgent needs regarding school climate.</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Counseling and group support provide opportunities for student social, emotional and behavioral growth	<ul style="list-style-type: none"> All Students 	September - June	School Counselor, Principal, Family Support Workers and Family Partnership Specialist	<p>Our school counselor meets regularly with all classes to provide instruction in problem solving and support emotional development.</p> <p>The counselor also facilitates students support groups and individual school adjustment counseling.</p> <p>Friendship and Service Learning Groups facilitated by our FSW staff. Kindergarten Learning Circles facilitate early social and communications skills, led by the FPS.</p> <p>Connecting families to outside health, mental health and social service agencies.</p>
Develop capacity for Head Teacher position	<ul style="list-style-type: none"> All Students 	Sept. - June	All Staff	Head Teacher develops interventions, engages families, mentors teachers, facilitates Discipline Team and oversees this goal.
Develop student leadership and participation opportunities	<ul style="list-style-type: none"> All Students 	Ongoing	Head Teacher, Discipline Team and BLT,	<p>Student Council involves children in school decision making including climate interventions. We will share SWIS data with student leaders. Student Council will develop Service Learning activities.</p> <p>Classroom Meetings allow children to actively participate in problem solving regarding conflicts and school issues.</p>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Foster student learning through engaging and differentiated instruction	<ul style="list-style-type: none"> All Students 	Ongoing	All Staff	We have developed common Best Practice strategies in content areas. We use GLAD strategies to support all learners. Our C-SIP plan discusses in detail those strategies in Reading, Writing and Mathematics.

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>
SWIS data organizes office referral data for review and instructional decision making	All students Monthly/ongoing	Principal, Head Teacher, Discipline Team	Data collection software disaggregates office referral and discipline data and is reviewed by the Discipline team monthly. This data will clarify areas of concern and allow us to shape practice to be equitable and effective
Student Climate survey indicates students feeling of safety	All students / Annually	Principal, Classroom Teachers and Students	Student responses indicate their feelings of belonging, safety and climate in this survey. We analyze this survey to shape our climate building practices
Staff Survey indicates staff feelings of safety and empowerment	All Students	Principal, Head Teacher, Discipline Team, All staff	Staff responses indicate their feelings of empowerment, safety and climate in this survey. We analyze this survey to shape our climate building practices

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>	
Positive Discipline Training will support our work toward this goal	All Staff	16 hours between August and November. Follow-up throughout school year.	Positive Discipline invites staff to explore and develop belief systems and develop a school process that supports student success. We will collaboratively design student management policies and practices. Data-driven decision-making about student management practices is key to this process.
Staff Meetings and Staff Newsletters provide opportunity to build cultural responsiveness and shape beliefs and encourage ongoing implementation of agreed practices	All Staff	Sept. - June	We will design numerous opportunities for exploring cultural responsiveness and awareness through shared reading, dialogue and presentation. The staff newsletter allows shared experiences and can provoke reflective practice.
Team Planning will include culturally responsive curriculum and instructional practices	All Instructional staff	Sept - June	Collaborative planning allows group reflection of how well instructional strategies meet the needs and learning styles of diverse learners

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>
WSE Connections Family Newsletter provides opportunity for communication	<ul style="list-style-type: none"> • All 	Sept. - June	Principal, Head Teacher	Monthly newsletters address items related to student safety and learning climate including suggestions for family involvement
Family First Dinners and Curriculum Nights and Multicultural events build parent community and appreciation	<ul style="list-style-type: none"> • All 	September, December, January, March, May and June	Principal, Family Partnership Specialists, Family Support Workers, All staff	Family events include translators and engage families in community dialogue as well as create shared experiences. Each night focuses on an aspect of instructional and encourages parent involvement and communication
Parent Workshops allow parents to understand premise of solution-based discipline	<ul style="list-style-type: none"> • Open to all parents 	March, June	Positive Discipline Consulting Staff/ Family Support Workers	Parenting classes available to shares premise of school discipline practices and offer support to same systems at home.

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
READING	Professional development in Balanced Literacy, Assessment Training	Central Learning and Teaching Budget	Yes	Central Learning and Teaching Budget	Impact to PD time
Literacy (Reading, Writing, conceptual development all subject areas.	Offer GLAD training on site; workshop subs	\$3500.00	yes	Title I	Funds targeted for this training to provide substitutes for staff attending – impact on regular classroom
Reading	Sound Partners Tutors	5200.00	yes	Title I Lap	
Literacy, Mathematics	Full-time kindergarten experience for all at no cost to families	\$105,000	yes	Basic Ed State Grant	Students leave Kindergarten with stronger skill set for success
Additional ELL staffing	Provide additional support to ELL students (for IA for BOC)	31, 500	yes	Title I	Support targets focus students

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	K-3 Tiered Reading Support Reading Teacher and Instructional Assistant After school program/summer staffing, transportation and materials	\$36,000	yes	Reading First Grant	
Reading, Writing and Math	3-5 After-school program for Reading Writing and Math includes staffing, transportation and materials	\$18, 000	yes	District and Building Title I	
Reading	New Houghton Mifflin Adoption	\$83,000	yes	Reading First K-3 Basic Ed. 4-5	
Reading, Math and Writing	Data Teams meeting monthly need support through extra-time ro substitutes	\$ 7600	Yes	Reading First Basic Ed Title 1 Self Help	
Family Engagement	Family Support Workers and Family Partnership Specialists support family involvement, connect to family services and support family events. Natural Leaders have a stipend. Child care and transportation are often required for events, conferences, etc.	\$ 8, 000	Yes	Family Levy Basic Ed Readiness to Learn Grant	

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
City of Seattle	Family Support Workers and Family Partnership Specialist are embedded staff	5 days a week	Family Levy	Family Levy	2005 - 2009
Southwest Youth and Family Services	Staff member from SWYFS is school adjunct to support families needing social services outside the school day.	Ongoing as needed	Yes	Readiness to Learn Grant	2006 - 2009
Seattle Works	Volunteer organization support our school through large work parties and an ongoing team of volunteers enhancing our school environment through facilities projects	1/month	Yes	Seattle Works fundraising	2007 - 2009
YMCA	Before and After School Care on-site providers also participate in school events, volunteering for these events	3-4 times per year	Yes	YMCA Fundraising	2007 - 2009
Arts Corp	Local artist cooperative provide students and parent workshops and assemblies	3-4 times per year	Sometimes	Arts Corp Fundraising	2006-2009
Environmental Protection Agency	EPA staff members tutor, mentor and are pen pals to students	Throughout the year	No	EPA	2004-2009

Note: Please delete or add rows as necessary