

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year



West Woodland Elementary
Marilyn Loveness, principal
September 2008



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Revision History

Revision Number	Date	Comments
1	10/31/08	Edits by the Office of School Improvement
2	12/2/08	C-SIP Peer Reviews
3	1/9/09	Edits by the Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

West Woodland is a caring community working together to create an educational success story for every student.

Educational success is the result of the combined efforts of staff, family, and students. The staff will know curriculum standards, assess student needs, convey high expectations to all students and deliver differentiated instruction based on best practices and student social/academic needs. Clear communication between school and home will ensure that all families feel included, supported and a valued part of the students’ education. Students will understand their responsibility to do their best work.

What have we learned from our data?

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

Insight	How is this insight addressed in our C-SIP?	
1	Boys, students of color, and special ed. students passed the writing WASL at lower rates than other groups. Only 7/9 AOL students (77%) passed the writing WASL at a level 4.	Writing is a focus with a goal of 85% of students passing the writing WASL and 90% of students passing the year end grade level writing assessment in grades K-5. Implementation of Writers Workshop will make connections to diverse students by giving them choice and making specific writing strategies accessible.
2	On the writing WASL organization and style (65%) were significantly lower than conventions (90%). Students who did not pass the writing WASL did not pass conventions.	All classrooms will be implementing Writers Workshop. Data teams will be used to support students below standard.
3	Over multiple years 3 rd grade math was lowest in content, more specifically in number sense, measurement, and probability/statistics. Only one 3 rd grade returning student did not pass the math WASL . 9 4 th grade students did not pass, 4 of which were special ed students. 4 5 th grade students did not meet standard,	The Key Math Assessment will be used for special education students and students below standard on the WASL or spring district assessments. This assessment and the key math instructional strategies will be matched with Every Day Math program to enhance achievement.

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

SECTION 1: OVERVIEW

	although the special ed students did meet standard	
4	84% of students passed the Science WASL, a jump of over 30 points! Analysis of 5th graders who did not pass the science in the last 2 years shows a strong correlation to below standard reading and writing scores.	The Science strategies focus on writing formats, consistent science assessment in all grades, increased science reading, and collaboration between special education teachers and classroom teachers.
5	Fewer African American students reported that their teachers pushed them to think hard every day. Because they reported that there are high expectations, they need to know that these apply to them.	The strategies in the School Climate focus address this concern. The goal will be to increase the number of African American students reporting that their teachers push them to think hard every day.
6	Analysis of playground reporting slips shows that students of color have a slightly higher rate of referral. 66% of the students with 3 or more referrals are students of color.	School Climate is a focus, with particular attention given to core values of inclusion, compassion, appreciation of difference, respect and empathy.

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

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Writing	<p>Continuing focus from last year. Discrepancies between groups of students need to be addressed.</p> <ol style="list-style-type: none"> 1. 74% boys passed vs. 81% of girls in 2007 but this trend holds true for the past 3 years. 2. 78% of the ALO students were at level 4. Although this is an increase of the number that were at level 4 last year, the expectation is that all will be at level 4 as they are in math and reading. 3. Of the 11 students who did not pass the Writing WASL, 8 (73%) were students of color. The school has 21% students of color. Of the 15 students of color, 8 (53%) did not pass writing WASL 4. 1/5 (20%) of Special Ed students did pass the Writing WASL <p>The Student Intervention Team has had referrals of intermediate level students with writing difficulties that stem in part from lack of handwriting fluency.</p>	<p>85% of the boys, students of color and special education will pass the Writing WASL 85% of the boys, students of color and special education identified as below standard on the September writing prompt will be at standard by May 1 as defined by the grade level team's rubric.</p> <p>90% of ALO students will be at level 4 in writing on the WASL 90% of the ALO students identified as level 3 or below on the September writing prompt will be at level 4 by May 1 as defined by the grade level team's rubric.</p>
Mathematics	<p>The WASL scores continued to increase for our 5th graders in 2008, but dipped slightly for the 3rd and 4th grade. Analyzing that dip and identifying strategies and lessons from Every Day Math to address those needs would be prudent.</p>	<p>On the 2009 WASL no students will score at level 1. 90% of the students will pass the WASL and 50% will be at level 4. 90% in students in grades 1-5 will score above 80% on the district spring assessment, or will show growth of at least 50% between the fall and spring assessment.</p>
Science	<p>Science is currently a district focus. After a dramatic increase in the science WASL score we want to maintain the momentum.</p>	<p>88% of the 5th grade students will pass the Science WASL. 100% of the classroom teachers will be trained in the science units they teach, and 90% will have taken one or both of the science writing courses after 2003.</p>

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p>School Climate</p>	<p>The Seattle Schools Student Survey, our own data collection on students' behavior, and analysis of student achievement indicate that some students feel marginalized. The student survey indicated that African American students thought there were high standards, but were the least likely to say that their teachers pushed them to think hard. (Are we not applying those high standards to all?) Hispanic students indicated that people that look like them are not seen in the curriculum or school. Students struggling academically are more likely to have problems on the playground. Students of color are more likely to have multiple playground referrals.</p>	<p>The discrepancies between children of color and white students will be reduced or eliminated in the following:</p> <ol style="list-style-type: none"> 1. Responses on the District Student Survey 2. Playground and discipline referrals 3. Assessment data

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.

All of our major areas of focus work to close the education gap. The focus on Math and Science match the focus of the Strategic Plan.

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?

1. Disaggregating the data to look at the performance of subgroups
2. Providing underachieving students with the support/ opportunities they need
3. Considering circumstances and needs of each individual student (differentiation.)
4. Structuring a school climate in which all families, students, and staff feel valued, included and supported.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes <i>three teachers per grade band (K-1, 2-3, 4-5), the principal and one classified staff member (our administrative assistant)</i>. • 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. The propose professional development plans which the staff modifies and/or approves.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	*C-SIP goals/strategies/activities include input form our advisory council which is made up of the principal, 4 parents and 4 teachers. Our C-SIP was presented and input gathered at the advisory council on September 18, 2008. The C-SIP was also discussed at a PTA board meeting on October 7, 2008. Their input will be included in our ongoing C-SIP refinement.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

Topic	Description
<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: OVERVIEW

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

Our school made AYP in Spring 2008, in both Reading and Math for all student groups.

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Writing

Lead Responsibility: Building Leadership Team, Writers Workshop Teacher Leaders (Walters, Fernandi, Leveque, Dalbey, Stroud, Lang)

S.M.A.R.T. Goal: 85% of the boys, students of color and special ed students will pass the Writing WASL
 85% of the boys, students of color and special ed students identified as below standard on the September writing prompt will be at standard by May 1 as defined by the grade level team’s rubric.

90% of ALO students will be at level 4 in writing on the WASL
 90% of the ALO students identified as level 3 or below on the September writing prompt will be at level 4 by May 1 as defined by the grade level team’s rubric.

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>
Writers Workshop	<ul style="list-style-type: none"> All students with particular focus on underachieving students as identified on Sept. writing prompts 	Complete 4 of 7 units of study between Sept and June.	Cohort of 7 teachers receiving training	Writers workshop is a student centered approach that allows for choice and individualized instruction. It is particularly successful with struggling writers (boys, ALO students, students of color). The emphasis is on developing content and ideas.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Support students in a variety of venues for writing	<ul style="list-style-type: none"> All students with particular focus on underachieving students as identified on Sept. writing prompts 	<p>WITS 25 hours per class</p> <p>Writing incorporated in Story Path and science.</p>	Classroom teachers	3 rd , 4 th , and 5 th grade students will work with a poet from the Writers in the Schools program. Science Notebooks and Story Path (social studies) provide additional writing experiences.
Teachers research and pilot the Word Study Approach (Fountas and Pinnell)	<ul style="list-style-type: none"> 3rd through 5th grades with particular focus on underachieving students 	<p>Planning in August.</p> <p>Implemented Sept-June</p>	Team of 3-5 th grade teachers	Direct instruction in word study and spelling will improve writing fluency of struggling students.
Sound Partners/Quick Reads will be continued for primary students	<ul style="list-style-type: none"> Kindergarten First grade Second grade Third grade 	<p>Identify students in September.</p> <p>Implemented Sept-June.</p>	Rhonda Gardner, psychologist Angel Kumasaka, tutor	Although Sound Partners is primarily a reading strategy, it is useful to students who are unable to make the sound-letter connection in spelling. The students will be identified using the DRA (with special attention to the fluency score) and the DIBLES assessment. Tutors trained in Sound Partners and Quick Reads will provide direct instruction 4 times each week for 20 minutes. Students will be reassessed monthly.
Improve handwriting fluency through consistent handwriting instruction in all classes	Students with writing production difficulties.	<p>August commitment to handwriting instructional plan</p> <p>Identify struggling students in Sept. for additional tutoring</p>	Principal and OTPT	Lack of handwriting fluency prevents successful writing. Staff will adopt a handwriting instructional plan. The OTPT will provide staff training on dysgraphia and strategies for supporting students with handwriting difficulties. Tutors will be trained to use a specific program.

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>
Grade Level Writing prompts	All students will be assessed prompts 2-3 times during the year Data teams will target struggling writers	Writers Workshop lead teachers. Grade level data teams	Grade level and/or Units of Study rubrics will identify areas of need. With the help of data teams teachers will differentiate instruction to meet those needs using Units of Study lessons.
4 th grade writing WASL	All students annually	4 th grade teachers and testing coordinator	Analysis of the 2009 WASL results will determine renewal or change of strategies.

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>	
1. Writers Workshop	1. Lead teachers for Writers Workshop	1. Summer workshop and follow-up throughout the year	Seven lead teachers will attend Columbia Teachers College Writers Workshop Seminar provided by SPS. They will lead staff meetings and further training at WW.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Data team and Staff/grade level meetings	Classroom teachers and resource room teacher	Data teams every 3 weeks Staff/grade level teams at least monthly	Grade level teams will discuss the student work of 3-4 underachieving students in each classroom. They will identify concerns and strategies to promote achievement of those students. These students will be followed every 3-4 weeks throughout the year.
Walk through or demo lessons	Classroom and special ed teachers, principal	Every 3-5 weeks	Lead teachers supported by Kris Barnes and/or Farin Houk will participate in walk throughs during each of the 5-7 units of study. The focus will be determined by the rubrics for each unit.
Grade Band Meetings	Teachers piloting Word Study	August meeting Informal team meetings as needed Staff meetings	Teachers will implement the Word Study Program from Fountes and Pinnel. They will meet periodically to share results. During Data Team meetings they will identify needs that can be addressed by the Word Study Program. They will share the strategy with their grade level teams and with the staff.
Sound Partner and Quick Reads Training	Tutors and volunteer tutors	September and October - one session	Tutors will receive training from the Sound Partners leaders. Two follow-up observations of the tutors at work will be held in October and November or as needed.
Staff meeting	All classroom teachers and resource room teacher.	September 2008	Mari Chin will provide seminar on Disgraphia and practices to support handwriting fluency

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>
Inform parents of Writing programs	<ul style="list-style-type: none"> Families with whose students have handwriting concerns 	October	PTA, principal and OTPT	<p>Parents will be invited to a PTA meeting with a focus on Handwriting and Writers Workshop.</p> <p>OTPT will consider a meeting or joining the parent teacher conference with parents of struggling writers</p>
Inform parents about Word Study (Fountas and Pinnell) :	<ul style="list-style-type: none"> Families in classes piloting Word Study 	Curriculum Night newsletters throughout the year	3 rd -5 th grade teachers piloting Word Study	Teachers will give a description of the Word Study Strategies at curriculum night and follow-up with information in homework. Newsletters or web postings during the year.
Inform parents about Sound Partners/Quick Reads	<ul style="list-style-type: none"> Families of students receiving Sound Partner or Quick Reads Tutoring 	Sept, Jan, May	Tutors and teacher	Teachers will communicate with parents 3 times each year about the Sound Partners Program and their child's progress. They will use the LAP forms to record these meetings.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Mathematics

Lead Responsibility: Principal, BLT, Math Teacher Leaders

S.M.A.R.T. Goal: 3rd -5th grade students at level one or level two on the WASL will move up at least one level on the Spring 2009 assessment.
 Students in grades 1-5 will score 80% or higher in the year-end District Math Assessment and on the end of year Every Day Math Assessment. ALO students will score 80% on the district assessment one year above their grade level.

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>
Improved use of assessment	<ul style="list-style-type: none"> All students Underachieving students as identified on district or spring 2008 EDM assessments ALO students 	All year for EDM assessments Fall, Winter and Spring for district assessments	Math Leaders, all classroom teachers	Grade level teams will review the assessments in Everyday math and use them throughout the year. Grade level teams will review assessment practices 3 times during the year. Teachers will be encouraged to use the unit previews, and the end of unit assessments to identify needs of students and adjust lessons.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
High leverage instructional strategies	<ul style="list-style-type: none"> All students with a focus on underachieving students 	November introduction of these strategies. Ongoing implementation	Math Leaders Grade level teams principal	The teacher leaders with support of district math coaches will introduce high leverage strategies. Teachers may use these in their professional goal setting, will implement them in their instruction and support each other through grade level walk-throughs and follow-up meetings.
Key Math assessment	<ul style="list-style-type: none"> Students identified by teachers or by assessments as below standard in math 	Students identified in October, assessed in November	Principal School Psychologist Resource room teacher	The Key Math assessment will identify conceptual misunderstanding and to create meaningful interventions for identified students. Strategies from Key Math will be used to target appropriate EDM lessons.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
EDM and district math assessments	All students	Grade level teams, math leaders	The assessments will be used to target students who do not understand a concept. Tutors, homework, and differentiated instruction will result.
Key Math assessment for struggling mathematicians	Key math assessment fall, winter and spring of below standard students	School Psychologist, resource room teacher, principal	Classroom teachers will be given specific information as to the missing conceptual pieces for these students. Strategies will be suggested.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District math training provided by school Math leaders	All classroom teachers and resource room teacher	4 2 hours sessions 1. Sept. 10 Assessment 2. October 22nd deepening instruction 3. January 28th deepening mathematics instruction 4. May 13th best instructional practice	The staff will meet 4 times throughout the year to collaborate on improved implementation of the Every Day Math curriculum. The learning generated there will be supported by additional grade level planning and staff meetings.

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>
Home School Communication	<ul style="list-style-type: none"> all families, but with a focus on underachieving students 	Sept-June	Classroom teachers	Weekly communication about math will occur through newsletters and/or homework. Parents will be given access to on-line math resources. There will be monthly communication with parents of students identified as needing extra support.
Math Celebration Night	<ul style="list-style-type: none"> all 	November 6	Math teacher leaders	Families come together to play math games and celebrate math.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Science

Lead Responsibility: BLT, Science teacher leaders, principal

S.M.A.R.T. Goal: 85% of the 5th grade students will pass the Science WASL.
 100% of the classroom teachers will participate in professional development designed to support students in science.

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>
Analyze science WASL data	<ul style="list-style-type: none"> Students not passing WASL 	Sept 24 staff meeting	Lead science teachers: Jan Dalbey, Martin McGowan, Jen Johnson, Teresa Healey	Teachers will analyze the science testing data, and classroom assessments to determine strategies needed to support students at their grade level and whether particular groups need differentiated instruction.
Powerful Classroom Assessments from curriculum supplements	<ul style="list-style-type: none"> All students with a focus on students below standard in reading and writing 	Twice in each classroom during the school year	Lead science teachers	Lead science teachers or district science coaches will work with grade level teams to use the Powerful Classroom assessments, and to come together as teams to analyze the results. Students at risk will be identified and be a focus in the classroom.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
A common format (Design an Investigation) of the scientific process will be used in all grades.	All students with a focus in students below standard in reading and writing.	Introduced in October Continued through year	All science teachers and special education teachers	All teachers will model and post a common format for the scientific process (design an investigation). Teachers will have an opportunity to visit other science teachers discuss its use with colleagues.
Collaboration between resource room, special ed and classroom teachers Mainstream more EBD students in science	Special ed students	All year	Resource room teacher	The special ed students share their science notebooks with the special ed staff. As appropriate, vocabulary from the science lessons will be incorporated into the resource room word work.
Increase non-fiction science reading	students below standard in reading and writing.	All year	All teachers librarian	Students will read non-fiction science books or articles weekly. Students will keep a reading log, write a reflection or other use other engaging strategies suggested by Stephanie Harvey's work. Science word banks will be made during each unit and incorporated in spelling or word study.

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>

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
Powerful Classroom Assessments from science supplements WASL	All students with a focus on students below standard in writing and reading or science. Twice yearly	Science teacher leaders: Jen Johnson, Theresa Healey, Jan Dalbey, Martin McGowan	The Powerful Classroom Assessments will provide WASL readiness information at each grade level and help teachers target instruction to the needs of the students.

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>	
Science writing class and/or grade level writing or unit classes	100% teachers who have not had a class since 2005	See district PD calendar	Teachers will take initial training, science writing, and/or grade band writing class when offered by the district.
Science WASL Prep Class	k-5 teachers	Optional one time class	Teachers will elect to take the WASL Prep class to understand the targets of the science WASL and how each grade level prepares students.
Staff and Grade level planning time	All science teachers	Two staff/grade level meetings dedicated to science	With the help of lead science teachers and/or district science coaches, teachers will review the "Design an Investigation" format and the "Powerful Classroom Assessments." Teachers will give the PCA for 2 science units and meet as a grade level or grade band to analyze the assessments as a data team.

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>
Provide support for science fair projects.	<ul style="list-style-type: none"> Families of students below standard in writing or reading 	Prior to March Science Fair	science teachers Kids Inc Staff	All classrooms will teach the same format for the scientific method. This will be used by students at the science fair and provided to all parents. In the month prior to the science fair, teachers will enlist volunteer parents and staff at Kids Inc Childcare to help students design projects that meet the criteria.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: School Climate

Lead Responsibility: BLT, Advisory Council, Counselor

S.M.A.R.T. Goal: The discrepancies between children of color and white students will be reduced or eliminated in the following:

4. Reponses on the District Student Survey
5. Playground and discipline referrals
6. Assessment 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>
Building Positive learning community	<ul style="list-style-type: none"> • all 	All year	All staff	100% of the teachers will identify 4 activities they used this year to create a positive learning community in which the values of Inclusion, Compassion, Appreciation for differences, Respect, and Empathy (I CARE) were highlighted or were the central focus.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
More fully implement Second Step, Steps to Respect curriculum or other social skills program.	<ul style="list-style-type: none"> • All students with a focus on supporting students with different learning styles, different SES, difficulty with social skills and students of color 	Full Year	All staff with guidance of the school counselor	All classroom teachers will have access to the curriculum and support of the school counselor. Classroom teachers will teach all students social skills, and support the playground supervisors in teaching them on the playground. Common language will be used on the playground and in the classroom.
Inclusive curriculum	<ul style="list-style-type: none"> • Students of color • Students from other countries or minority cultures 	All year	All staff	Review curriculum and activities to ensure diverse perspectives and values. Contributions, achievements, and/or history of people of color will be highlighted in all subject areas.
Promote Core Values	<ul style="list-style-type: none"> • Students of color • Students who see themselves as different from the WW norm • All students 	All year	All staff	Brief presentation related to the core values at every staff meeting, including opportunities to hear new research, strategies, successes or needs in individual classes. Fab Friday Assemblies will be used to introduce these values each month.

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>
District Student survey	annually	3 rd , 4 th , 5 th grade staff	Survey will show improved results. If not the strategies will be adjusted and goals revised.
School Discipline Data (# of playground or discipline referrals)	Twice annually	principal	The data will be used to assess whether the strategies described above have been effective in reducing the disproportional representation of student groups.

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>	
Staff meetings	All staff	School data will be analyzed in August and mid-year (January) Resources will be shared by the librarian and the advisory council or their designee.	After analyzing the data, teachers will identify concerns and make a plan to research and share strategies. The librarian will provide resources in the staff room. The advisory council leaders will bring articles or resources to the staff meetings.

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>
Informing parents of strategies	<ul style="list-style-type: none"> All families 	<p>Weekly newsletters</p> <p>PTA meeting</p>	Teachers, Principal PTA board members, advisory council	The strategies of the social skills curriculum and the core values will be shared through class and school newsletters, and at a PTA meeting.
Involvement of Kids Inc Childcare	<ul style="list-style-type: none"> Families in childcare 	Begun with alignment process – continued through year	Principal and Director of Kids Inc Childcare	The strategies of the social skills curriculum and the core values (Inclusion, compassion, appreciation of differences, respect, and empathy) will be shared with Kids Inc.
Reach out to less involved families	<ul style="list-style-type: none"> Families less visible in the school 	monthly	Teachers	Teachers will reach out to less involved families – a phone call, note, or conference. Teachers will initiate calls to parents and listen to concerns, discerning the causes behind the problem behaviors and partnering with the parent to find resolution. Teachers will make positive phone calls/notes when things are going well, and to personally invite parents to events.

Note: Please delete or add rows as necessary

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>
Literacy	Continue to improve instruction in a balanced literacy model.	Topics of balanced literacy will be addressed at staff meetings. Teacher walk-through will highlight reading strategies.
Citizenship	Create 2 ways that 4 th and 5 th grade students can be leaders.	Build on the leadership in the composting program. Begin a student council that takes on decisions like the Sister School Project.
Social Studies	Engage in the active study of geography, civics and history	Provide high quality simulation experiences like Story path and Interact that help kids to live history. Work towards creating a progressive geography study throughout the grades. Make time in curriculum for social studies CBA's
ALO	Create means for ALO students to be instructed one year above grade level in math.	Schedule math classes at times when students can receive instruction in a higher grade. Provide assessments at that level.
Physical Education	Continue to teach good physical education and health practices,	Maintain our excellent PE program as a PCP. Continue involvement in community programs like Seattle Marathon, Bike/Walk to School Programs, and Jump Rope for Heart.
Art/ Drama/Music	Promote a complete education that includes experience and education in the arts	Classroom teachers will continue to educate students in music, art, dance and drama. Students will see these as a means of self-expression and community celebration. West Woodland will continue its art and music docent programs, connections with Writers in the Schools and Book-It Theater, active choirs, expanded instrumental music program, recorder instruction, and sponsoring an artist in residence.
Technology	Continue to integrate technology into daily classroom instruction	Students will begin keyboarding skills in 2nd grade. By 5th grade students will be proficient at using Microsoft Word and Power Point, as well as being introduced to the use of digital cameras, and multimedia software.

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
Writing	Writers Workshop		y	District sponsored Writers Workshop training	
Writing	Word Study		Y	\$500 materials 2007-08 budget	
Writing	Tutors	LAP \$5000 Baseline 4000		LAP Baseline	
Math	Key Math Materials		Y	\$700 Key Math Kit 2007-08	
Math	Tutors	\$4000 baseline	Y	Baseline	
School Climate	Consistent Social Skills Curriculum		Y	\$400 Second Step and Steps to Respect Kits	

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
Kids Inc Childcare	West Woodland and Kids Inc Childcare have an alignment plan that defines ways to share ideas and provide connections between home, school and childcare staff.	Principal and Kids Inc director meet monthly			Yearly contract
Parent Teacher Association	West Woodland PTA provides grants to teachers for classroom projects, materials and field trips. They provide assemblies, classes from Book-It Theater, Outdoor education program, technology support, library books, after school classes which are tuition based, and funds to support lower class size. PTA volunteers administer the art docent, music docent, recorder, assembly, programs and community celebrations. They connect the school with grants, artists in residence, and community resources.	On-going with many events weekly	FUNdraising in multiple ways	Parents and community member donations	Yearly

Note: Please delete or add rows as necessary