



Seattle Public Schools

## Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Whitman Middle School

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September 30, 2008



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### Revision History

Revision Number	Date	Comments
Revision 1	November 6, 2008	Edits by Office of School Improvement
Revision 2	December 4, 2008	C-SIP Peer Reviews
Revision 3	January 8, 2009	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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### 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.*

Whitman Middle School is transforming from a good school to a great school. Our school improvement is based on effective use of student data; intentional, aligned professional development; instructionally-focused staff meetings; frequent monitoring of teaching and learning (Catwalks); the use of Purpose Statements in classrooms; and the “branding” of Whitman to our students, staff, and parent community.

For the 2008-09 School year, we will continue to draw upon the Nine Characteristics of Highly Effective Schools and Jim Collins’ “Good to Great and the Social Sectors”. We will continue our laser-like focus on collaborative professional development that is intentional and results- oriented. The centerpiece of our whole-staff professional development will be our Study Groups, which we will use during our early release and late arrival days.

### 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	Our Reading and writing scores are going up in grade levels where we have emphasized the Writers and Readers Workshop. When looking at data, we have chosen to focus value-added data by grade level co-hort.	We are fully committed and unified in our efforts to improve reading and writing. Teachers are fully participating in professional development in the Writers/Readers Workshop as well as Teacher College in-service days. Our staff has also made the Reading and/or Writers Workshop a part of their Study Groups for the 2008/09 school year. We have also hired a full time literacy coach to work with all language arts teachers.
2	Our African American and Latino and Latina students are consistently performing below standard in the areas	Teachers are fully participating in the Math Studio Days in-service provided by Seattle Public Schools. Teachers are also intentionally focusing on using common instructional strategies known as High Leverage Instructional Moves. Staff have also committed to working with and funding a full-time math coach. The Whitman staff has also committed to teaching and using a common non-fiction reading protocol to be used

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

## SECTION 1: OVERVIEW

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Insight		How is this insight addressed in our C-SIP?
	of math and science	with students across content areas. Every teacher has an equity goal in their professional development goals.
3	Our 8 <sup>th</sup> grade students reading scores as measured by the WASL is below the district average	ASE Reading for our level two students. After school reading support for our level one students. Intentional, targeted focus with literacy coach to deepen the work in the Ase Reading classes. Reading across the curriculum staff development focus.
4	As measured by the WASL, 8 <sup>th</sup> grade students performance in math peaks at 6 <sup>th</sup> grade and trends downward from the 7 <sup>th</sup> and 8 <sup>th</sup> grades	Teachers are fully participating in the Math Studio Days in-service provided by Seattle Public Schools. Teachers are also intentionally focusing on using common instructional strategies known as High Leverage Instructional Moves. Staff have also committed to working with and funding a full-time math coach. The Whitman staff has also committed to teaching and using a common non-fiction reading protocol to be used with students across content areas. All math teachers are in a math study group, which uses data to inform instruction based on common formative assessments.
5	Although there are pockets of improvement for students of color in meeting standard, students of color consistently do not meet standard in all areas of the WASL compared to their white peers.	Personal, professional development work with Gary Howard, which emphasized his work on Seven Culturally Responsive Teaching Moves. Student Services Team aligning school-wide services and intervention to keep students in class versus pulling students out of class to address their needs. Mentorship program with students and families to connect. We have also redefined our ELL program to move away from a self-contained, sheltered program. Proactive reaching out to our students and families of color who are new to Whitman.

*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

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### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Reading</b>	All students at Whitman need to be able to comprehend all types of text. The reading committee met several times and all staff had a chance for input through Grade Level, Department, Study Groups, and Staff meetings. We looked at 4 year WASL summaries.	We will increase the total combined numbers of level 3's and 4's from 62.1% to 75%. We will maintain or increase our level 3's and 4's at 100%. We will improve reading skills of all students as measured by the WASL by moving our level 1's to 2's, our 2's to 3's and maintaining or increasing our 3's and 4's.  At 7 <sup>th</sup> grade we will maintain or improve the number of students passing the WASL from 81% to 88%.
<b>Math</b>	All students at Whitman need to improve their math skills and ability regardless of current math level. Through consistent practice in all classrooms, student achievement will increase.	We will improve math achievement of all students as measured by the following: <ol style="list-style-type: none"> <li>1. 20% of level 1 WASL scores will be moved to level 2, 10% of level 2 scores will move to level 3, and 80% of level 3 and 4 scores will improve or maintain status.</li> <li>2. 80% of students tested will show improvement in grade-level pre- and post-assessments.</li> </ol> 15 per students per grade level, 45 total students.
<b>Writing</b>	Using Writers Workshop will provide a consistently high level of instruction for writing instruction and a coherent curriculum.	We will increase percent of students meeting standard in the Writing WASL from 80% to 90%. All language arts classes will implement the writer's workshop program to teach writing to all their students.
<b>Cultural Competency</b>	For the last three years, with the exception of Writing, the achievement gap has stayed the same or increased from 30-50%. The gap between our students of color and their white peers is statistically significant based any uniform measurement.	We will increase reading, writing, math, and science of African American and Latino students in all content areas by at less 10%.

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

## SECTION 1: OVERVIEW

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Barriers To Learning</b>	Based on school climate survey, staff survey, and Olweus survey we have determined we have areas of improvement we want to proactively address which include: student attendance, bullying/harassment, and school climate.	We will create processes structures, and activities that will mitigate barriers to learning and create a more “pawsitive” school climate, specifically Academic and Behavioral Interventions, Home School Interventionist, and Wildcat Pride. Based on the staff climate survey we will increase from a 2.9 to a 3.5 in setting discipline.

### 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.*

<p>Whitman Middle School Improvement Plan specifically addresses the Seattle School Districts Plan:</p> <ol style="list-style-type: none"> <li>1. 80% of 7<sup>th</sup> grade students will meet or exceed standard in math.</li> <li>2. Specific, targeted professional development in the areas of collaboration, sharing across curriculum via Study Groups, High Leverage Teaching Moves in all classrooms.</li> <li>3. Structured intentional Catwalks and structured feedback directly related to our three areas of focus: High Leverage Teaching Moves, Writers Workshop, Gary Howard’s 7 Areas of Cultural Competency, and Distributed Leadership. We hold our selves to high expectations professionally and expect each other to reach them.</li> <li>4. Clear focus on Goal Setting, which is directly related to our C-SIP, which is directly related to our Study Group work.</li> </ol>
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### 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?*

<p><b>Study Groups are Directly aligned to our School Improvement High Leverage Teaching Moves</b>  <b>Writer’s/Readers Workshop</b>  <b>Math Studio Days</b>  <b>Science OEL</b>  <b>Gary Howard 7 Principles of Culturally Responsive Teaching</b>  <b><u>Focus on 9 Characteristics of High Performing Schools</u></b></p> <ol style="list-style-type: none"> <li>1. Clear and Shared Focus</li> <li>2. High Standards and Expectations</li> </ol>
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# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction, and Assessment aligned with standards
6. Frequent monitoring of teaching and learning
7. Focused Professional Development
8. Supportive Learning Environment
9. High Level of Parent and Community Involvement

### High Leverage Teaching Moves:

1. Clear Teaching Moves
2. Modeling
3. Use of Vocabulary
4. Look for Justification or Reasoning
5. Promote Rich and Engaging Discourse
6. Public Records
7. Notebooks
8. Ongoing Formative Assessments

### Gary Howard 7 Principles of Cultural Competency

1. Students get we get them
2. Teachers are personally inviting
3. Learning Environments are culturally and physically inviting
4. Catch kids being smart
5. Instructional changes are made to accommodate different learners
6. Classroom is managed with firm, consistent, loving control
7. Interactions stress collectively as well as individually

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

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

## SECTION 1: OVERVIEW

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### 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"> <li>• Our school's Building Leadership Team (BLT) includes 8 staff members and 3 parent representatives. There are two grade level representatives at 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade as well as a SAEOP/Para Pro representative, and building principal.</li> <li>• 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.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; Three parents serve on BLT. In addition to our three BLT reps, we have a highly functioning PTSA lead by 2 parent PTSA Co-Presidents, PTSA board, and general PTSA membership. Our PTSA has participated in BLT and C-SIP planning at this time. More volunteers are always welcome. Members of the BLT attend PTSA meetings in order to incorporate feedback into C-SIP and BLT planning.</li> <li>• Our C-Sip was presented at our first PTSA meeting of the school year (September 9, 2008) and at the second PTSA meeting (October 7, 2008) after it was finalized in October and their input will be included in our ongoing C-SIP refinement which will occur throughout the rest of the school year.</li> </ul>
	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.
	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

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### 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>	<p>Central Office provides instructional / content coaches in academic areas of need.</p>
<p>How were parents notified of the school's Parent Policy?</p>	<p>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.</p>
<p>What are the district's responsibilities in this process?</p>	<ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### 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

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

Our school did not make AYP in Spring 2008 in Reading (Black, Special Education, Low Income) and Math (Black, Special Education, 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 does not receive Title I funds.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Reading

**Lead Responsibility:**

Janine King-Literacy Coach, Mike Starosky, Melissa Schweitzer, ASE Reading Teachers, Department Head-TBD

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

We will increase the total combined numbers of level 3's and 4's from 62.1% to 75%. We will maintain or increase our level 3's and 4's at 100%. We will improve reading skills of all students as measured by the WASL by moving our level 1's to 2's, our 2's to 3's and maintaining or increasing our 3's and 4's.

At 7<sup>th</sup> grade we will maintain or improve the number of students passing the WASL from 81% to 88%.

**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>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>
All classes will post, teach, and reinforce a variety of fiction and nonfiction reading strategies based on Readers Workshop.	<ul style="list-style-type: none"> <li>▪ All students</li> </ul>	June 08-August 09	Teachers Literacy coach Librarian Administration TC Site Developer ASE Teachers	<ul style="list-style-type: none"> <li>○ Explicit instruction and practice in Readers Workshop reading strategies (Predicting, using text features, connecting, visualizing, making inferences, questioning, activating background knowledge).</li> <li>○ TC Reading Strategies (re-telling, envisioning, revising our thinking, inferring around character, predicting with revision)</li> <li>○ Provide ASE Academic Support Enrichment classes for L2 on Reading WASL</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Explicit instruction for ASE Reading students	<ul style="list-style-type: none"> <li>▪ Level 2 students</li> </ul>	Half year		<ul style="list-style-type: none"> <li>○ Work toward school-wide consistency in instructional language including purpose statements.</li> <li>○ Work toward school-wide digital literacy</li> <li>○ Explicit monitoring of students initiated by SST and ASE teacher</li> </ul>

#### 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
What is the assessment instrument and/or method (e.g. classroom observation)?	Which students will be assessed and how frequently?	Who will be responsible for administering the assessment and collecting and reporting results?	What information do we expect the assessment to provide and What actions will be taken as a result?
On Demand pre-/post assessments	Level 1 and 2 students	Teachers, Literacy coach, Librarian, Administration, TC Site Developer	<ul style="list-style-type: none"> <li>• Conferencing Logs</li> <li>• Teacher-generated common assessments (to monitor mastery of strategies)</li> <li>• WASL release items</li> <li>• Quick Reading Assessment, from Teachers College</li> <li>• Student written reflections on their reading (post-its, reading notebooks, reading logs).</li> </ul>
On – Demand pre and post assessments	Level 1 and 2 students	Teachers, Literacy coach, Librarian, Administration, TC Site Developer	Teachers will modify strategies to improve student learning.
Student work	Level 1 and 2 students	Teachers, Literacy coach, Librarian, Administration, TC Site Developer	Inform instructional focus.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>	
<ul style="list-style-type: none"> <li>○ Writers Workshop PD training days, including TC site development days</li> </ul>	<ul style="list-style-type: none"> <li>○ Language Arts/Social Studies teachers, Administrators, Literacy Coach</li> </ul>	<p>4 times during the school year,</p>	<ul style="list-style-type: none"> <li>○ Looking at student work, notebooks, post it's</li> <li>○ Collaborative team and department meetings focused on student learning and facilitated by the literacy coach/teacher leaders</li> <li>○ Data generated from Study Groups, Department, or Teaching Team meetings.</li> <li>○ Sharing of common instructional strategies</li> </ul>
<ul style="list-style-type: none"> <li>● Study Group</li> </ul>	<ul style="list-style-type: none"> <li>○ Language Arts/Social Studies teachers, Administrators, Literacy Coach</li> </ul>	<p>Three monthly meetings which include early release/late arrival days</p>	<ul style="list-style-type: none"> <li>● Sharing non-fiction reading strategies at staff meetings.</li> <li>● Teacher led sharing/modeling of best practices at Staff, Dept., Study Group Meetings</li> <li>● District professional development</li> <li>● TC Site Development</li> <li>● Digital literacy skills modeled in library lessons</li> </ul>

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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 in partnership with PTSA	<ul style="list-style-type: none"> <li>▪ All Families of all students with at least 50% of participating families representing students who are Level 1 or 2 in reading and/or writing</li> </ul>	October,	Instructional Leadership Team	PTSA Meetings, School Wide Literacy Focus, Back to School Night, Curriculum Night to engage families in supporting their students in reading and writing.
Written communication to families	All families, but an emphasis on targeted families of students who are our level 1 and 2 students	Regularly	Humanities teachers, literacy coach	Language Arts/Social Studies teachers and the Literacy Coach will regularly communicate with families to identify skills that will be covered. Various communication methods will be used.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #2: Math

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**Lead Responsibility:**

Jennifer Lindmark, Mike Starosky, Sue Kleitsch, ASE Math Teachers, Department Head, TBD,

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

We will improve math achievement of all students as measured by the following:

1. 20% of level 1 WASL scores will be moved to level 2, 10% of level 2 scores will move to level 3, and 80% of level 3 and 4 scores will improve or maintain status.
2. 80% of students tested will show improvement in grade-level pre- and post-assessments.

**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>
For students scoring 1's on the WASL, we will offer after school math support classes taught by certificated math teachers; for students scoring 2's we will offer a math academic support and enrichment class (ASE).	<ul style="list-style-type: none"> <li>▪ Level 1's and 2's</li> <li>▪ Honors, general ed., Sped, and ELL</li> </ul>	After school two days a week for level 1's and five days a week during school for level 2's. June 08 – August 09	Math Department, related special education teachers, Math coach	For students in Honors and regular education classes, teachers will collaborate, create classroom activities, align curriculum vertically and horizontally, participate in studio days, analyze student work in data teams, and incorporate reading, writing, and problem solving skills into the CMP2 curriculum.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Analyzing formative assessment to inform instruction – specifically classroom based assessments	Level 1 and 2 students	Fall 2008	Mathematics Department; related Special Education and LAX teachers; math coach	In Fall 2008, the math department, related special education and ELL teachers and math coach will conduct analysis of formative assessments. They will also look at summative assessments that are common to the district, focusing on AYP areas that are not showing improvement. In addition, teachers will look at classroom-based assessments and agree on how to grade open ended questions to avoid inconsistent expectations. Common assessment will be administered at the end of each unit (one per month) and analyze during late arrival time once a month with math department teachers.

**Note:** Please delete or add rows as necessary.

### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Edusoft, Navigator, WASL release items,	All students, quarterly with emphasis on ASE students	Math Teachers ,Math Dept. head, Math Coach Administration will plan strategies at quarterly Math Department meeting.	ASE teachers & grade level counselors will need data of common formative assessments as well as summative data for student placement by counseling staff. Unit tests scores by level will be used to show progress for each of the identified groups (not meeting standard, approaching standard, meeting standard and exceeding standard).Student work samples. Study Group Data

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Mathematics Studio Classes Grade level collaboration in development and implementation of pre- and post-assessments	Monthly Study Group Meetings	Math Teachers ,Math Dept. head, Math Coach Administration will plan strategies at quarterly Math Department meeting.	<ul style="list-style-type: none"> <li>• Data is gathered and analyzed by teachers. Depending on the assessment, cycles can range from unit-based to grade level.</li> <li>• Monthly math meetings, self-reported progress on curriculum, observations by the principal, Data Teams, studio days, and work with the school math coach through lesson planning, observation and feedback. Catwalk feedback</li> </ul>
CMP2 unit assessments	All students in school	Teachers will administer assessments according to the district curriculum calendar and send results to the central office. The district math director will be responsible for scoring and reporting results.	Teachers will use CMP2 assessments to identify specific skills students need instruction in, and will develop instructional plans based on classroom data by grade level collaboratively.
ASE Math Navigator Pre, Mid, Post Assessments	Level 1 and 2 students (3x/year)	Teachers are responsible for administrating, scoring and analyzing results.	Teachers will use pre, mid and post assessments to assess student GLE skill development. They will use the data to develop lesson plans.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
CMP2 curriculum training provided by the District	All math teachers	3 times, 4 hour trainings	CMP2 Initial Use workshops The district will provide Studio Day Training, CMP2, and Navigator training for teachers and Data Teams will provide ongoing support. Department meetings, teaching team time, Data Team work, studio days and additional workshops.
Study Group, Math Department Collaborations Through collaboration and trainings (such as Navigator), we will use remediation, preview of lessons and activities/games for support classes.	All math teachers, Instructional leadership team	<ul style="list-style-type: none"> <li>▪ Three times per month, quarterly</li> </ul>	Collaborations Through collaboration and trainings (such as Navigator), we will use remediation, preview of lessons and activities/games for support classes. <ul style="list-style-type: none"> <li>▪ Full Time Math Coach</li> <li>▪ We will meet &amp; work in Study Groups, Department, and Grade Level content teams, using late arrival &amp; early dismissal days.</li> </ul> ASE teachers & grade level counselors will need data of common formative assessments as well as summative data for student placement by counseling staff.
Studio Lesson days	All math teachers	4 times per year	UW facilitated training, SPS
Collaborative Inquiry	All math teachers	2 times per month during late arrival	Math coach and department chair will facilitate analysis of student work using protocols.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>
Host Family Night to increase parent awareness and support of math curriculum and their child's learning.	Families of all students, with at least 50% of participating families representing students who are Level 1 or 2 in math	1x/year, October	Math Coach, Math teachers	The school will hold a Math Family Night to engage families in supporting their students in Math
<b>Student/Family Conferences</b>	<b>Families of students who are below grade level in math</b>	<b>2x/year (spring and fall)</b>	<b>Math Teachers</b>	<b>Counselors/teams will hold conferences with parents of students who are below grade level in math, to review skills that need more work and strategies to improve performances</b>
Written Communication to Families	All families	At the beginning of each new math unit (8x/year)	Math teachers and math coach	Math teachers and the Coach will send letters to families at the beginning of each new math unit to identify skills that will be covered. Letters will be sent home with students. In addition they will inform students through the Source.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #3: WRITING

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**Lead Responsibility:** Janine King, Literacy Coach, Mike Starosky, Melissa Schweitzer, Maggie Beattie, TC Site Developer,

**S.M.A.R.T. Goal:** We will increase percent of students meeting standard in the Writing WASL from 80% to 90%. All language arts classes will implement the writer’s workshop program to teach writing to all their students.

**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>
Implementing with fidelity collaborative lesson planning of the Writers Workshop	All students	June 08-August 09, Professional Development Days 08/09	LA/SS teachers, Literacy Coach Administration T.C. Site Developer	Full implementation of the Writers workshop, which includes mini-lessons, units of study, common formative writing assessments.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Explicit instruction in the writing process and strategies included in the Writers' Workshop model	All students	June 08-August 09, Professional Development Days 08/09	LA/SS teachers, Literacy Coach Administration T.C. Site Developer	<ul style="list-style-type: none"> <li>• Examining student writing from writing workshops in departmental groups/study groups and grade level teaching teams which look for volume, meaning, and stamina</li> <li>• Two writing assessments given in September and February and scored with the WASL scoring rubric</li> <li>• The planning of major units of study by grade level teaching teams and study groups.</li> <li>• Students will reflect on their own writing and use the writing rubric</li> <li>• Evidence of charts to inform/support mini-lesson</li> <li>• Use of TC staff developer</li> <li>• Teachers modeling and using their own writing samples</li> </ul> <p>Celebration of published student writing both in classroom and school-wide.</p>
Extended Practice	All students	June 08-August 09, Professional Development Days 08/09	LA/SS teachers, Literacy Coach Administration T.C. Site Developer	<ul style="list-style-type: none"> <li>• Explicit instruction in the writing process and strategies included in the Writers' Workshop model</li> <li>• Continue opportunities for prompted writing and increased opportunities for free choice writing</li> <li>• Instruction and extended practice in expository, persuasive and narrative writing.</li> <li>• Teach strategies for writing short and extended responses</li> <li>• Use of the WASL rubric.</li> </ul>
Celebration of student writing by grade level and school wide assemblies	All students	Monthly Assemblies	Grade level Administrator, Team Leaders	<ul style="list-style-type: none"> <li>▪ Work posted in hallways, classrooms, worked shared at Monthly House Assemblies</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Fidelity of writing environment	All students	All year	Grade level Administrator, Team Leaders	<ul style="list-style-type: none"> <li>▪ Our physical environment will reflect the work of our writers in our school and classrooms.</li> <li>▪ Student work posted for each unit</li> <li>▪ Sharing of student work across content in grade level teams</li> </ul> Grade Level publishing dates

**Note:** Please delete or add rows as necessary.

### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
On Demand pre-/post assessments	Level 1 and 2 students	Teachers, Literacy coach, Librarian, Administration, TC Site Developer	<ul style="list-style-type: none"> <li>• Conferencing Logs</li> <li>• Teacher-generated common assessments (to monitor mastery of strategies)</li> <li>• WASL release items</li> <li>• Quick Reading Assessment, from Teachers College</li> <li>• Student written reflections on their reading (post-its, reading notebooks, reading logs).</li> </ul>
On – Demand pre and post assessments	Level 1 and 2 students	Teachers, Literacy coach, Librarian, Administration, TC Site Developer	Teachers will modify strategies to improve student learning.
Student work	Level 1 and 2 students	Teachers, Literacy coach, Librarian, Administration, TC Site Developer	Inform instructional focus.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>	
<ul style="list-style-type: none"> <li>○ Columbia Teachers' College Readers/Writers Project training</li> <li>○ Staff development days</li> <li>○ Study Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Fulltime Literacy Coach</li> <li>● Administration</li> </ul>	<ul style="list-style-type: none"> <li>○ 8 TC Calendar days</li> <li>○ Study Groups three times a month</li> <li>○ Early Release and Late Arrival Days</li> <li>○ District Support</li> <li>○ Literacy Coach in classrooms</li> <li>○ TC staff developer</li> </ul>	<ul style="list-style-type: none"> <li>○ Looking at student work, notebooks, post it's</li> <li>○ Collaborative team and department meetings focused on student learning and facilitated by the literacy coach/teacher leaders</li> <li>○ Data generated from Study Groups, Department, or Teaching Team meetings.</li> <li>○ Sharing of common instructional strategies</li> </ul>
<ul style="list-style-type: none"> <li>● Teacher-led sharing/modeling of best practices</li> <li>● Sharing student work</li> </ul>	All writing teachers	monthly	<ul style="list-style-type: none"> <li>● Sharing non-fiction reading strategies at staff meetings.</li> <li>● Teacher led sharing/modeling of best practices at Staff, Dept., Study Group Meetings</li> <li>● District professional development</li> <li>● TC Site Development</li> <li>● Digital literacy skills modeled in library lessons</li> </ul>

**Note:** Please delete or add rows as necessary

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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 in partnership with PTSA	<ul style="list-style-type: none"> <li>▪ All Families of all students with at least 50% of participating families representing students who are Level 1 or 2 in reading and/or writing</li> </ul>	October,	Instructional Leadership Team	PTSA Meetings, School Wide Literacy Focus, Back to School Night, Curriculum Night to engage families in supporting their students in reading and writing.
Written communication to families	All families, but an emphasis on targeted families of students who are our level 1 and 2 students	Regularly	Humanities teachers, literacy coach	Language Arts/Social Studies teachers and the Literacy Coach will regularly communicate with families to identify skills that will be covered. Various communication methods will be used.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #4: Cultural Competency, Achievement Gap

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**Lead Responsibility:**

Mike Starosky, Sue Kleitsch, Melissa Schweitzer, Team Leaders, Gary Howard

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

We will increase reading, writing, math, and science of African American and Latino students in all content areas by at least 10%.

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

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

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

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide Culturally Relevant materials and instructional strategies focusing on Gary Howard 7 Principles of Cultural Competency and SPS High Leverage Teaching Moves.	Students of Color	August/November 08, March 09	Principal, Instructional Team	<p>Staff will participate in two day in-service with Gary around on issues of race and student achievement for students of color.</p> <p>Gary Howard 7 Principles of Cultural Competency</p> <ol style="list-style-type: none"> <li>1. Students get we get them</li> <li>2. Teachers are personally inviting</li> <li>3. Learning Environments are culturally and physically inviting</li> <li>4. Catch kids being smart</li> <li>5. instructional changes are made to accommodate different learners,</li> <li>6. Classroom is managed with firm, consistent, loving control, interactions</li> <li>7. stress collectively as well as individually</li> </ol>
ASE (Academic Support and Enrichment) classes for students who are below grade level.	Level 1 and level 2 students		ASE Teachers, Math/Literacy Coaches,	ASE Teachers will meet with Administrator in spring of '08 to discuss the issues of ASE students as most ASE students are students of color
Choosing specific students of color to track for all staff goal setting conferences	students of color	September 08, Fall goal setting conferences	All teachers, Instructional Leaders	<ul style="list-style-type: none"> <li>• All staff will meet with their supervising administrator to choose intentionally students of color in order to make them a target point of their instruction.</li> <li>• Grade Level Teaching Teams will intentionally discuss students of color and celebrate their successes and brainstorm solutions to their challenges in the classroom.</li> <li>• All teachers in Data Teams will identify a minimum of two students of color in their classes and select relationship-building strategies to use with them.</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Study Groups will focus on Gary Howard's 7 Principles of Cultural Competency throughout the school year.	Students of color	Minimum of three meetings per month	Instructional Leadership, Study Group Leaders, all staff	<p>We will use disaggregated data of formative and summative assessments WASL, Data Teams, Teaching teams, GPAs, Attendance and suspension lists</p> <p>Student work monitored through: Class work, Projects, Presentations, Performances. Teamwork and collaboration skills will be considered in order to analyze student work to inform instruction. Staff surveys in June 2009</p>

**Note:** Please delete or add rows as necessary.

#### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Surveys	All Students	Counseling	<p>Surveys will be used to assess student, staff, and parent concerns.</p> <p>Data analysis for discipline, attendance, and grades. We will analyze data to monitor changes demonstrating pro-social student behavior and engagement in education</p>

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### 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>	

**Note:** Please delete or add rows as necessary

### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
PTSA outreach activities, PTSA meetings	<ul style="list-style-type: none"> <li>▪ Families of color, under-represented families</li> </ul>	Four major events	Principal, Co-PTSA Presidents	PTSA will intentionally reach out to parents/guardians of color on the following school-wide events: Curriculum Night, Back to School Night, International Potluck event, school concerts, and academic affairs.
ELD department presentations	<ul style="list-style-type: none"> <li>▪ ELD Parents</li> </ul>	Three times	Pam Hartman	ELD staff will meet with parents of ELD students three times a year to provide instructional information and school contacts with Whitman staff. Interpreters will be provided.

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #5: Barriers to Learning

**Lead Responsibility:**

Mike Starosky, Sue Kleitsch, Melissa Schweitzer, Team Leaders

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

We will create processes structures, and activities that will mitigate barriers to learning and create a more “pawsitive” school climate, specifically Academic and Behavioral Interventions, Home School Interventionist, and Wildcat Pride. Based on the staff climate survey we will increase from a 2.9 to a 3.5 in setting discipline.

#### 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>
Classroom activities based on Olweus program model for anti- bullying program.	All students	4 times throughout school year	<ul style="list-style-type: none"> <li>▪ Wildcat Pride</li> <li>▪ School Climate Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ We will utilize the “Let’s Get Real” video and discussion guides in the classroom as well as elements from the Olweus anti-bullying program. Common formative assessments</li> <li>▪ Olweus Survey Data</li> <li>▪ District/State surveys</li> <li>▪ Discipline data</li> <li>▪ Attendance Reports</li> <li>Truancy Contracts</li> </ul>

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Focus all staff on 7 Principles of Culturally Competency	<ul style="list-style-type: none"> <li>▪ all students, but with an emphasis on students of color</li> </ul>	All year	Principal, Instructional Team	Gary Howard 7 Principles of Cultural Competency 1. Students get we get them 2. Teachers are personally inviting 3. Learning Environments are culturally and physically inviting 4. Catch kids being smart 5. instructional changes are made to accommodate different learners, 6. Classroom is managed with firm, consistent, loving control, interactions 7. stress collectively as well as individually
Study Group with a focus on anti-bullying. Wildcat Pride and Parent Group focus.	<ul style="list-style-type: none"> <li>▪ All students</li> </ul>	All year	Counseling Study Group, Wildcat Pride	Counseling Study Group will meet three times a month to address anti-bullying campaign strategies. Wildcat Pride will meet once a month to act on recommendations of Study Group.

**Note:** Please delete or add rows as necessary.

### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
All staff training	All staff	Counseling Study Group, Wildcat Pride	All staff training; school wide kickoff to energize bullying prevention program; staff involvement in data collection (i.e. tally sheets); year-end culminating activity. Develop Data collection system based on specific categories of bullying.

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

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
All staff training Healthy Youth Survey, Olweus Survey	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade		
<ul style="list-style-type: none"> <li>• Common formative assessments</li> <li>• Olweus Survey Data</li> <li>• District/State surveys</li> <li>• Discipline data</li> <li>• Attendance Reports</li> </ul> Truancy Contracts			

**Note:** Please delete or add rows as necessary

### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
We will present various strategies and update training at staff meetings and at in-service days.	All staff	August, October, January, March 09	Staff meeting instructional opportunities.
Gary Howard Trainings	All staff	August, January, and March 2009	Continuation of implementation of Cultural Competency with all staff.
Study Group Meetings	Anti-Bullying Study Group	Three times per month	Professional Learning Committee work

**Note:** Please delete or add rows as necessary

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

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent participation in Positive School Climate Committee.	<ul style="list-style-type: none"> <li>▪ All families</li> </ul>	Monthly Wildcat Pride Meetings	Wildcat Pride Committee, Anit-Bullying Study Group	Request community support for potential school wide initiatives that may utilize prizes for participation. We will use our District liaison on Bullying Prevention for training, material and direction.

**Note:** Please delete or add rows as necessary

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

### SECTION 3: OTHER AREAS OF FOCUS

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#### 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.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<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>
Technology	<b>To close the achievement gap and promote academic achievement in language arts, math, and science.</b>	Ensure equitable access and support for technology through staff training, on-site support and collaboration.
Weekly updates on The Source	Teachers will update Source once a week.	Teachers will update The Source at least one time a week to inform students and parents of educational progress.
High Leverage Teaching Moves	Teachers will use high leverage instructional practices in all classrooms.	Teachers will promote rich and engaging discourse, use public records (visible work), journal writes, write and post clear goals (including vocabulary), and pressing students for justification
OST Level 1 Support	Out of School Time (OST) will provide extended learning opportunities for level 1 student's.	Students will participate in an after school program to accelerate their academic achievement as measured by the WASL

**Note:** Please delete or add rows as necessary

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

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 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
Level 1 Reading and Math Students	Offer additional math and/or reading class for our level 1 students which will be run through our Out of School Time Activities program from 2:30-4:00.	\$50,000	Y	Middle School Support	N/A

**Note:** Please delete or add rows as necessary

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

## SECTION 5: SCHOOL PARTNERSHIPS

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### 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

**Note:** Please delete or add rows as necessary