

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Whittier Elementary School

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Revision History

Revision Number	Date	Comments
Revision 1	October 27, 2008	Updated Information
Revision 2	November 7, 2008	Edits by Office of School Improvement
Revision 3	December 9, 2008	C-SIP Peer Reviews
Revision 4	January 8, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

Vision: Through academic excellence, sense of community, respect for each other, and encouragement of discovery, Whittier’s graduates becomes lifelong learners and contributing members of their communities.

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	There has been a consistent increase in level 1 and 2 student reading achievement on the WASL over the past three years when comparing 2006 3 rd graders who are currently 5 th graders.	Intermediate reading focus area goal number 1 address this focus area.
2	Advanced learning student achievement on the WASL continues to exceed that of regular education students.	All strategies are designed for Regular Education and Spectrum students.
3	3 rd , 4 th , and 5 th grade students perform better overall in fictional vs. non fictional text on the WASL.	C-Sip reading strategies address this.
4	33% of K-2 students pass the fall DRA.	Addressed in S.M.A.R.T. Goal Focus Area 2

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
5	The average score on the k-2 math baseline assessment is 33%.	Addressed in S.M.A.R.T. Goal Focus Area 3

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading intermediate	3-5 th grade WASL scores indicate there is a difference in achievement between Spectrum and Regular education students in reading and there has been an increase in level 1 and 2 students from 2006 through 2008.	The percentage of 3 rd through 5 th grade students at level 2 will decrease (and move to level 3) from an average of 7.0% in 2008 to an average 3.5% in 2009 as measured by the 2009 WASL.
Reading primary	Although K-2 students perform well overall on the DRA, only 80% reach standard in fluency. The ultimate goal is to have 100% reach standard in this area.	The percentage of K-2 students scoring a 3 or in fluency on the DRA will increase from 80% to 90% by June 2009 as measured by the spring DRA.
Writing	Writers Workshop is in its 2 nd year of implementation at Whittier. Students score lower on writing at each grade level on the WASL than they do on any other section on the WASL.	80% of all Whittier students will move up one developmental level in the 2008-2009 school year as measured by the Columbia Teachers College Writing Project, narrative Writing Continuum.
Math intermediate	3-5 th grade WASL scores indicate there is a difference in achievement between Spectrum and Regular education students in math and there has been an increase in 2 students from 2006 through 2008.	The percentage of 3 rd , 4 th , and 5 th grade students at level 2 will decrease (and move to 1.3) from an average of 12.23% in 2008 to an average 6% in 2009 as measured by the 2009 WASL.

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
Math primary	Currently 33% of K-2 students are proficient in math as measured by the fall baseline math assessment.	K-2 math baseline assessment will increase from 33% passing in the fall to 80% passing in the spring as measured by the math spring assessment.

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.

It is the goal of the Seattle School District’s, “Excellence for All” plan to ensure that all children succeed. It is the goal of Whittier to ensure that all children achieve at high levels of performance. The overarching goal therefore is to, “ensure excellence in all every classroom.”

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?

The Whittier Elementary School staff is committed to working together toward a common goal. Therefore, all aspects of this plan have been developed by each team member, at grade level, and then as primary and intermediate teams. Consequently, any changes will require a review by the entire team.

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"> The entire Whittier Elementary staff worked together on the C-SIP during staff and professional developments days (August and September). The document is continually revised as the goals within this plan are directly aligned with teacher goals. Primary and intermediate team goals are based on a review of DRA, WASL, Everyday Math, and other Classroom-based Assessments.
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> Goals in the C-SIP plan are consistent with what parents would like for their children ~ primarily for them to reach and exceed grade level standards. Although parents/guardians were not present during these discussion, their ideas are generated through PTA Board Meetings, general PTA Meeting, and in informal conversations with family members as Whittier has a large pool of volunteers who are quite familiar with our program (many work directly with teachers in the classroom). Next steps for Whittier (date tbd) would be to formalize parent participation through the establishment of a school BLT in accordance with the Contractual Agreement between Seattle Public Schools and the Seattle Education Association to ensure authentic parent and community involvement.
	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

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"> • 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: Reading

Lead Responsibility:

The principal has overall responsibility for the implementation of this plan. However, it is a team effort (the work is in the classroom).

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

The percentage of 3rd, 4th, and 5th grade students at level 2 will decrease (and move to level 3) from an average of 7.0% in 2008 to 3.5% in 2009 as measured by the WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Use of fiction and non fiction text in classroom instruction.	<ul style="list-style-type: none"> All students with special emphases on those not meeting standard. 	October 2008 through June 2009	Classroom teachers and the librarian	Publications: National Geographic, Primary Sources, TFK, and WSW
Teaching of research and note-taking skills in the classroom and library.	<ul style="list-style-type: none"> All students with special emphases on those not meeting standard. 	October 2008 through June 2009	Classroom teachers the librarian	Use in Social Studies, math, and science

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Increase emphasis on reading for homework.	<ul style="list-style-type: none"> All students with special emphases on those not meeting standard. 	October 2008 through June 2009	Teachers and families	Assignments will reflect increased emphasis on reading, especially informational text.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom observations, data team and grade level team meetings. Also monitored through teacher goals which are directly aligned to this plan. (WASL released items)	All students and specifically those not meeting standard.	Classroom teachers will provide results through teacher made and classroom based assessments.	The results should specifically that students are reading both fiction and non-fiction texts. Written reports should demonstrate this new learning through report citations. There should be an increase in the number of homework assignments students submit to teachers with signatures from parents.

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>	
All team and data team meetings are geared toward curriculum and instruction which is the primary focus of the work. The examination of student work during these meetings.	All instructional staff including Whittier paid tutors.	The Whittier Team meets on alternate Wednesday mornings either as a staff, in grade level teams, and/or in data teams.	Time is devoted to developing Professional learning Communities.

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>
Before, during, and after school tutoring in reading by family members.	<ul style="list-style-type: none"> All families are the focus with special emphasis on those students not meeting standard and those who exceed standard. 	Throughout the year.	The principal and PTA	The Whittier PTA supports the Whittier school community as well as does Whittier Kids. Parents/guardians, siblings donate hundreds of hours per week inside and outside of classrooms assisting the instructional as necessary.
Continue the relationship with the Rotary Club of Ballard.	<ul style="list-style-type: none"> All families/all children as they support Writers Workshop school wide, the third grade dictionary project, the Global Reading Challenge, and the Holiday Shopping Spree for kids in need. 	Throughout the school year as they also attend Writers Workshop Celebrations and volunteer at all school functions such as the Fall Carnival.	The principal as a member of the Rotary Club of Ballard and Rotary Assistant Governor.	The Rotary Club of Ballard supports the school both financially and giving of their time as leaders in the community.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading (primary) which intermediate builds upon

Lead Responsibility:

Principal and classroom teachers with support from tutors

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

The percentage of K-2 students scoring a 3 or 4 in fluency on the DRA will increase from 80% to 90% as measured by the Spring DRA.

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>
Homogeneous flexible grouping	<ul style="list-style-type: none"> All students will benefit (whole class) 	Literacy block (year block) Continuous throughout the year	Teachers and adult (parent/guardian)volunteers	Grouping students by ability to better focus instruction.
Individualized Tutoring	<ul style="list-style-type: none"> All students not meeting grade level standards. 	Throughout the school year for 20-30 minutes, 4 times per week	Teachers and tutors	Sound Partners, letter/sound recognition, correlation, fluency focused activities

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Literacy stations and activities	<ul style="list-style-type: none"> All students 	Literacy block Year-long literacy block	Teachers, volunteer tutors (parents/guardians)	Readers Theater, fluency focused activities
Primary class size	<ul style="list-style-type: none"> All students 	Fall 2009	All staff	Lower class sizes to better serve all students

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA/Kindergarten pre-assessment	K: once a year in the spring 1: two times a year in the fall and spring 2: two times a year in the fall and spring	Classroom teachers	Specific, individual fluency information
Phonics/sight word testing	Once a year in the fall (as needed)	Classroom teachers	Sound/letter/blend information
Formative assessments	All students	Classroom teachers and tutors	Specific information regarding strategies: fluency, comprehension, letter/sound recognition

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>	
Grade level, class level collaborative teacher teams through staff, team, and data team meetings.	All primary teachers and tutors (when required)	monthly	Meet to discuss trends/threads, student work, and strategies together.

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 reading logs. Continue to utilize members of the community to further educational opportunities for students.	<ul style="list-style-type: none"> All Whittier families 	Consistently throughout the school year. Specifically weekly/monthly	Classroom teachers. The principal, PTA, and Whittier school team.	Homework and reading logs. The Whittier PTA supports the Whittier school community as well as does Whittier Kids. Parents/guardians, siblings donate hundreds of hours per week inside and outside of classrooms assisting the instructional as necessary. Whittier also has a corps of paid tutors who work one on one with students during school.
Newsletters	<ul style="list-style-type: none"> All Whittier families 	Weekly/monthly	Classroom teachers	Weekly/monthly communication with families

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing (Currently under development with the writing coach)

Lead Responsibility:

Writing Coach, principal, and teachers

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

80% of all Whittier students will move up one developmental level in the 2008-2009 school year as measured by the Columbia Teachers College Writing Project, Narrative Writing Continuum.

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>
Units of Study fully implemented at each grade level	<ul style="list-style-type: none"> All Whittier students participating in Writers Workshop will benefit. 	Began in September 2007 and continues	Writers Workshop coach, teachers, and principal	Teachers will use the Units of Study writing curriculum as the instructional resource for Narrative Writing instruction.
Intentional work with writing coach	<ul style="list-style-type: none"> All Whittier students participating in Writers Workshop will benefit. 	Began in September 2007 and continues	Writers Workshop coach, teachers, and principal	Teachers will work with the writing coach to plan, teach, and assess writing lessons.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of resources to fully implement Writers Workshop	<ul style="list-style-type: none"> All Whittier students participating in Writers Workshop will benefit. 	Began in September 2007 and continues	Writers Workshop coach, teachers, and principal	Teachers will work collaboratively with writing coach to develop resources for instruction such as lessons, personal writing models, conferring tools, and assessments.
Grow content knowledge	<ul style="list-style-type: none"> All Whittier students participating in Writers Workshop will benefit. 	Began in September 2007 and continues	Writers Workshop coach, teachers, and principal	With the support of the writing coach, teachers will grow content knowledge of narrative writing genres. Evaluation of student work in grade level and cross grade level teams.
Building capacity	<ul style="list-style-type: none"> All Whittier students participating in Writers Workshop will benefit. 	Began in September 2007 and continues	Writers Workshop coach, teachers, and principal	Coaching models of lab sites, modeling and co-teaching lessons, individual planning, and reflection meetings.

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>
Columbia Teachers College Writing Project, narrative Writing Continuum	All Whittier students will be assessed and quarterly	Classroom teachers and the Writing coach	The assessment tool will provide specific data related to the levels at which students are performing in writing (based on the writing continuum).

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>	
Teachers will work with the writing coach after school to build capacity, to develop lab sites, to review student work, and to guide the work of teachers.	All teachers implementing Writers Workshop.	PD will occur during team, data team, and professional development workshops and as needed with teachers and the writing coach.	The elements of effective implementation of Writers Workshop

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>
Continue the relationship with the Rotary Club of Ballard	<ul style="list-style-type: none"> All Whittier families whose students participate in Writers Workshop 	Throughout the school year. Ballard Rotarians provide funding support of Writers Workshop and attend Writers Celebrations.	The principal as a member of the Rotary Club of Ballard	The Rotary Club of Ballard supports Writers Workshop in all ways (financially and donating their time).
Parents and guardians of students	<ul style="list-style-type: none"> All Whittier families whose students participate in Writers Workshop 	On-going	The principal and teachers	Parents are asked to support the work of their student(s) by adhering to Writers Workshop principles and working closely with classroom teachers to do so.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Math (intermediate)

Lead Responsibility:

Principal and classroom teachers with support from tutors

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

80% of 5th grade students will meet or exceed math WASL standards as measured by the 2009 WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Daily math lessons	• 13 at level one and two	Year round	Classroom teachers	Teaching math on a daily level is critical to children’s understanding and skill growth. Lessons will average at least 60 minutes.
Strengthen computation skills	• 17 @ levels 1 and 2	Year round	Classroom teachers	WASL results indicate a large number of 5 th grade students (17) are below standard in number sense. Teachers will provide practice in basic computation skills and facts.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Practice showing solutions, explaining ideas	• 18 @ Levels 1 and 2	October through June	Classroom teachers	This was an area of weakness identified by the 2008 4 th grade WASL. Teachers will at times teach how to show work and explain answers, and require students to do so.
Follow EDM pacing guide more closely	• 13 @ levels 1 and 2	Year round	Classroom teachers	Following the pacing guide more closely will allow instruction and experience in more math concepts. We will also skip parts of Chapter 7, as advised in the last math training, until after the WASL.

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>
Teacher made tests, EDM assessments, teacher observation	All	Classroom teachers	Assessments should indicate whether mastery of given skill or concept has been achieved. They will guide re-teaching, if necessary.
Tutor feedback	Students who receive math tutoring	Assigned tutor	Will guide re-teaching and tutor work.

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 elementary math PD	All Whittier teachers with Greenwood Elementary School staff	8 hours total throughout the year	Pairing with Greenwood staff and meeting by grade level to deepen math instruction, assessments

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>
Newsletters/Source	<ul style="list-style-type: none"> • All Whittier families 	Weekly/monthly	Classroom teachers	Provide information as to what's happening classrooms

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Math (primary)

Lead Responsibility: Principal and teachers with support from tutors

S.M.A.R.T. Goal: K-2 math baseline assessment will increase from 33% passing in the fall to 80% in the spring as measured by the spring math baseline assessment.

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>
Balanced math approach	<ul style="list-style-type: none"> All students 	2008/09	Classroom teachers	Balanced math, focused on 60 minute math blocks – whole group/small group + computational fluency practice.
Data teams	<ul style="list-style-type: none"> All students 	Monthly 2008/09	Classroom teachers, principal, and math teacher leaders	Grade level teams will meet monthly to discuss/interpret trends in data.

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>
SPS Assessments	All Whittier students 3 times per year.	Administration: Classroom teachers, math coaches, Whittier math teacher leaders	Will identify initial target students for intervention
Everyday math Unit Tests	All Whittier students 3 times a year	Administration: classroom teachers	Summative to show growth and progress and plan everyday instruction.

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 elementary math PD	All Whittier teachers with Greenwood Elementary teachers	8 hours total throughout the year	Pairing with Greenwood staff and meeting by grade level to deepen math instruction, assessments.

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>
Newsletter/Source	<ul style="list-style-type: none"> • All Whittier families 	Weekly/monthly	Classroom teachers	Provide information as to what's happening in the classroom.

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>
Team Building	To ensure the Whittier Elementary School's focus is on collegiality (i.e. One School, One Team)	Continue to discuss this at every opportunity including scheduled meetings, during professional development activities, in newsletters to staff and community, and by modeling expectations.
Cultural Competence	To develop and understanding and acceptance of others.	A contract with Cross Cultural Connections, LLC and Breaking Barriers.

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	All math professional development is paid by SPS through extra time for staff. Additional math support is gained through team, data team, and staff meetings.	NA	NA	Extra time paid by SPS and normal wages	None
Writing	Fully implement Writers Workshop	\$ 5,000.00	Y	The Rotary Club of Ballard and the school's baseline budget	None
Reading	All professional development in reading occurs through regularly scheduled staff meetings, data team, and professional development meetings. Substitutes are provided for teachers administering the DRA.	\$ 3,000.00	Y	School's baseline budget	None

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
The Rotary Club of Ballard	The Rotary Club of Ballard supports Writers Workshop financially and through participation in Writing Celebrations. They also support the 3 rd grade dictionary project whereby 5 schools in the Ballard community receive dictionaries for each of these students and they support the Global Reading Challenge.	Throughout the school year on Writers Workshop, dictionary distribution once each year, and Global Reading Challenge once each year.	\$ 8,000.00 (more or less determined by the number of students and teachers participating in the project.	The Rotary Club of Ballard through their fundraising efforts (Rotary Auction)	The Rotary Club of Ballard has supported the Global Reading Challenge for years and Writers Workshop and 3 rd grade dictionaries for the past two years as I am a member of this club. I am certain they will continue to support these activities.
Whittier Elementary School PTA	The Whittier PTA supports a number of projects including the nurse, before and after school sports, the school choir, before, during, and after school art, drama, chess club, teachers each receive a \$500.00 grant to purchase needed supplies for the classroom; Pay 4 K scholarships, various funding proposals (racks for student lost and found to be hung, shelves to organize kindergarten storage areas, playground structure, etc.	Throughout the course of the school year.	Hundreds of thousands of dollars	PTA Fundraisers	On-going

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
The Gap Foundation and others through the PTA	Companies pay wages for parent volunteer hours to Whittier (Matching funds)	Throughout the school year.	Varies	The Gap and other Foundations	On-going
Technically Learning	Technically Learning supports the implementation of Lego Robotics in three first grade classrooms and one fifth grade classrooms. They are poised to assist others as needed. Representatives write the curriculum for teachers, provide the professional development and technical support. Technically Learning has also loaned the school 10 Lego Robotics kits. Teachers currently donate their [own] time for professional development.	Throughout the school year.	Dollar amounts not readily available. However, the kits retail for \$ 300.00 each. The professional development by two engineers twice each month averages \$ 60-80 per hour. Teachers are not paid extra time for this work.	Technically Learning	

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
The Downtown Chamber of Commerce	Provide on-going professional development for the principal	Continuous	0	Varies depending upon focus and location	On-going