

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-09 School Year

TOPS K-8 School

Clara Scott

September 2008

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# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### What is 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.*

We are committed to educating our students by using an anti-bias, multicultural approach in a safe and stimulating environment. We help all students to learn, to understand and honor diversity, to respect and care for themselves and others, to be responsible, and to achieve a high level of academic excellence. We are creating a school that empowers students to be active participants, leaders, learners, and contributors to social justice.

### 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?												
<p><b>1</b> Based on 2008 WASL score, the following results identify students who did not meet the <b>math</b> standard:</p> <p>3<sup>rd</sup> grade 14 students            4<sup>th</sup> grade 19 students            5<sup>th</sup> grade 15 students            6<sup>th</sup> grade 15 students            7<sup>th</sup> grade 15 students            8<sup>th</sup> grade 15 students</p>	<ul style="list-style-type: none"> <li>Sustain the number of students meeting standard in math at all grade levels.</li> <li>Increase the number of students meeting standard in math on the 2009 WASL by moving Level 2 students in each grade to Level 3:               <table border="0" style="margin-left: 20px;"> <tr> <td>Grade 3</td> <td>14% (8 students)</td> <td>Grade 4</td> <td>11.1% (7 students)</td> </tr> <tr> <td>Grade 5</td> <td>13.1% (8 students)</td> <td>Grade 6</td> <td>14.3% (8 students)</td> </tr> <tr> <td>Grade 7</td> <td>6.5% (4 students)</td> <td>Grade 8</td> <td>11.5% (7 students)</td> </tr> </table> </li> <li>We will meet this goal by providing intentional and specific instruction in classrooms, small group sessions, Study Club, and WASL preparation.</li> </ul>	Grade 3	14% (8 students)	Grade 4	11.1% (7 students)	Grade 5	13.1% (8 students)	Grade 6	14.3% (8 students)	Grade 7	6.5% (4 students)	Grade 8	11.5% (7 students)
Grade 3	14% (8 students)	Grade 4	11.1% (7 students)										
Grade 5	13.1% (8 students)	Grade 6	14.3% (8 students)										
Grade 7	6.5% (4 students)	Grade 8	11.5% (7 students)										
<p>Based on 2008 WASL scores and those of the previous 4 years, it is clear that <b>writing</b> scores fluctuate widely from cohort to cohort and from year to year within those cohorts.</p>	<ul style="list-style-type: none"> <li>Fluctuating writing scores in grades 4 and 7 and among all demographic groups indicate the need for a more consistent, differentiated writing program that can address the diverse needs of students. The current level of students meeting standard in 4<sup>th</sup> grade, 71.4%, will be a starting point for maintaining and increasing the number of students meeting writing standard.</li> <li>Specifically, we will move Level 1 and 2 students to Level 3:               <table border="0" style="margin-left: 20px;"> <tr> <td>Grade 4</td> <td>18 students</td> </tr> <tr> <td>Grade 7</td> <td>9 students</td> </tr> </table> </li> </ul>	Grade 4	18 students	Grade 7	9 students								
Grade 4	18 students												
Grade 7	9 students												

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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3	Based on 2008 WASL scores, TOPS students in grades 3-8 meet standard in <b>reading</b> at the rate of 74.2 – 82%. This percentage is historically apparent, indicating that we need to focus on assisting more students to meet the reading standard.	<ul style="list-style-type: none"> <li>We will use assessments to identify specific learning targets for readers in grades 3-8</li> <li>We will improve students’ knowledge and skills of Level 1 and 2 students in order to meet standard on the 2009 WASL. Moving Level 2 students to Level 3 is a specific focus: <table border="0" data-bbox="751 402 1549 505"> <tr> <td>Grade 3</td> <td>14%</td> <td>(8 students)</td> <td>Grade 4</td> <td>15.9%</td> <td>(13 students)</td> </tr> <tr> <td>Grade 5</td> <td>13.1%</td> <td>(8 students)</td> <td>Grade 6</td> <td>16.1%</td> <td>(11 students)</td> </tr> <tr> <td>Grade 7</td> <td>19.4%</td> <td>(14 students)</td> <td>Grade 8</td> <td>9.8%</td> <td>(10 students)</td> </tr> </table> </li> <li>Through a variety of additional supports, we will increase our students capacity for effective reading: Reading Block, Literature circles, Reading Specialist, Study Club.</li> </ul>	Grade 3	14%	(8 students)	Grade 4	15.9%	(13 students)	Grade 5	13.1%	(8 students)	Grade 6	16.1%	(11 students)	Grade 7	19.4%	(14 students)	Grade 8	9.8%	(10 students)
Grade 3	14%	(8 students)	Grade 4	15.9%	(13 students)															
Grade 5	13.1%	(8 students)	Grade 6	16.1%	(11 students)															
Grade 7	19.4%	(14 students)	Grade 8	9.8%	(10 students)															
4	Our 2008 WASL <b>science</b> scores indicate that our 5th and 8 <sup>th</sup> grade students continue to learn science content, but need to become effective science writers.	<ul style="list-style-type: none"> <li>We will increase the number of students meeting the science standard on the 2009 WASL: <table border="0" data-bbox="751 711 1486 737"> <tr> <td>Grade 5</td> <td>from 59% to 64%</td> <td>Grade 8</td> <td>from 65.6% to 70%</td> </tr> </table> </li> <li>Improving students’ science writing skills is necessary K-8 in order for students tp meet the standard in grades 5 and 8 on the WASL.</li> </ul>	Grade 5	from 59% to 64%	Grade 8	from 65.6% to 70%														
Grade 5	from 59% to 64%	Grade 8	from 65.6% to 70%																	
5	A focus on pro-social student behavior and <b>citizenship</b> is needed to reduce the incidence of bullying at all grade level.	<ul style="list-style-type: none"> <li>Creating a consistent approach to teaching and encouraging pro-social behavior is necessary to reduce incidences of bullying and to provide a safe environment throughout the school.</li> </ul>																		

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Mathematics</b>	Over the past 7 years, TOPS students met math standard at a rate of 64-82% across grade 3-8 cohorts. While the trend is an increase in the number of students meeting standard as they move through the grades, the percentages indicate a need to focus intentionally on our Level 1 and 2 students, and the diverse learners in our school community.	We will sustain the number of students meeting math standard in 2008 in grades 3-8. Specific instructional attention will be given to move Level 2 students to Level 3 on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort: Grade 4 78%      Grade 5 74% Grade 6 79%      Grade 7 74% Grade 8 78%
<b>Writing</b>	WASL data in both 4 <sup>th</sup> and 7 <sup>th</sup> grades fluctuates widely from cohort to cohort. For example, the percentage of students meeting standard in 7 <sup>th</sup> grade has been 82%, 70%, 88%, and 77% over the past four years. This fluctuation holds true among demographic groups and indicates the need for a more consistent, differentiated writing program that address the diverse needs of learners.	We will sustain the number of student meeting writing standard in 2008 in grades 3-8. Specific instructional attention will be given to move Level 2 students to Level 3 on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort: Grade 4 75%      Grade 7 88%
<b>Reading</b>	TOPS students met reading standards at a rate of 74.2% - 82% across grades 3-8. Data from several years indicate this percentage pattern has been relatively constant. In order to move our Level 2 students to Level 3 and focus on the needs of Level 1 readers, we must improve our instructional practices to comprehensive, balanced literacy in all grades.	We will sustain the number of students meeting reading standard in 2008. Specific instructional attention will be given to move Level 2 students to Level 3 on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort: Grade 4 79%      Grade 5 83% Grade 6 86%      Grade 7 73% Grade 8 84%

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Science	Effective science writing instruction across grades K-8 must occur to increase the number of TOPS students who meet the science standard in grades 5 and 8.	We will sustain the number of students meeting science standard in 2008. Specific instructional attention will be given to increase the number of students who meet standard on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort: Grade 5 63%                      Grade 8 70%
Citizenship	Creating a consistent approach to bullying will improve classroom discipline, improve attendance, and provide a safe environment for learning throughout the school.	90% of TOPS teachers will hold weekly classroom meetings to teach and discuss pro-social behavior and anti-bully strategies.

### 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.*

The TOPS School Improvement Plan specifically addresses the following district Strategic Plan goals:  
Over the next five years we will strive to ensure that:

1. 88% of 3<sup>rd</sup> grade students will meet or exceed reading standards (up from 72% in 2006-2007)
2. 80% of 7<sup>th</sup> grade students will meet or exceed math standards (up from 53% in 2006-2007)

### 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?*

At TOPS K-8 School, students often spend 9 years learning and growing together. Because of this, we have a unique opportunity to focus on cohort data to shift our practices in order to meet the needs of a diverse student population. Strong family and community involvement enhance our instructional and enrichment programs to serve the whole child. Examples of supports include: Math and Writing Specialists, financial support for instructional materials, and support for continuous staff professional development.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #1: MATH

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**Lead Responsibility:**

Principal, Assistant Principal, Math Team

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

We will sustain the number of students meeting math standard in 2008 in grades 3-8. Specific instructional attention will be given to move Level 2 students to Level 3 on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort:

Grade 4	78%	Grade 5	74%
Grade 6	79%	Grade 7	74%
Grade 8	78%		

**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>
Consistently implement instruction with rigor and pacing with a focus on core content.	<ul style="list-style-type: none"> <li>• K-8 teachers</li> </ul>	Daily	Administration and Classroom Teachers	Staff is expected to plan and implement math instruction/assessment in accordance to the EDM Pacing Guide.
Identify L2 and L 1 students for additional, focused instructional support.	<ul style="list-style-type: none"> <li>• Grades 3-8 (L2)</li> </ul>	4x week	Administration and Math Specialist	Identified students will receive additional support in class with Math Specialist or in small groups. Math Specialist collaborates with classroom teacher on content and pacing.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Collect and evaluate data for math achievement.	<ul style="list-style-type: none"> <li>All students, specifically L2 students.</li> </ul>	Fall and Spring as well as unit tests/CBAs	Administration and Math Specialist, Classroom Teachers	Teachers will have opportunities throughout the school year to analyze student work to assess progress and inform instruction. This will occur at grade level, in grade bands, and whole school.
Learn and implement scaffolding strategies to meet the needs of diverse learners.	<ul style="list-style-type: none"> <li>L1 and L2 students, ELL students, and those with IEP math goals</li> </ul>	Daily	Administration and Math Specialist, Classroom Teachers, ELL Teacher	Collaboration between classroom teachers and the ELL and special education teachers will provide instructional bridges for diverse learners who are struggling to meet standard.
Implement agreements for daily practice of number sense strategies and homework practice.	<ul style="list-style-type: none"> <li>All K-8 students</li> </ul>	Daily	Math Specialist, Classroom Teachers	An area of challenge for L1 and L2 students is number sense. By identifying and using specific number sense strategies, games, and homework, we align our focus and strengthen instruction in a foundational area of math K-8.

**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
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## 2008-09 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
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math Assessments	Students in grades 1-8 take Beginning, Mid Year, and End of Year Tests	Math Specialist and Teachers Grades 1-8	Teachers will use the assessments to assess students' GLE skill development. Data will be used to plan instruction according to need.
EDM Unit Previews/End of Unit Tests CMP2 Tests	Students are assessed at the beginning and end of every unit, grades 1-8.	Math Specialist and Classroom Teachers	Teachers will use the results to identify specific skills students need to learn and plan instruction accordingly. Data will be used to guide the instructional work of the Math Specialist.
Classroom Based Assessments	Students K-8 are assessed in class through a variety of informal/formal means .daily instruction.	Classroom Teachers	Results of CBAs will be discussed in grade level and grade band meetings. Teachers collaborate to find the best ways to meet the needs of students through the daily work of the classroom.
WASL	Grades 3-8	Administration and Math Team	The Washington Assessment of Student Learning provides student assessment data and school patterns of performance . The data is used by administration, teachers, and families.

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

# 2008-09 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?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<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 Directed Math PD	TOPS and Madrona K-5 Teachers	4x per year	Teachers will periodically collaborate at an inter-school level to analyze student data, identify effectiveness of instruction, and collect ideas from colleagues for improved math instruction.
Data Teams	Grade Level Teams	5x per year	Teachers will periodically collaborate at the school level to analyze student data, identify effectiveness of instruction, and collect ideas from colleagues for improved math instruction.
Staff Meeting PD	TOPS Staff	5x per year	Teachers discuss and analyze GLEs for alignment with EDM and CMP2, increased awareness of content and process standards, and vertical alignment across grades K-8.

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

### Family & Community Engagement

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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*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>
Communicate with families using EDM Family Letters and Home Links	<ul style="list-style-type: none"> <li>All Families K-5</li> </ul>	1 letter per unit, Daily Home Link	Classroom teachers	Family Letter from EDM describes the math content, lesson goals, and ideas for home support.
Host Family Math Nights to engage parents and community in their own math learning..	<ul style="list-style-type: none"> <li>All families K-8 and community members</li> </ul>	2x per year	Administration ,Math Team, Math Specialist	Evening events designed to assist families learn the language and processes of our math curricula. Families are encouraged to increase their own understanding of what is taught. Guidelines and tips for homework help, games, and classroom activities are presented.
Communicate with families about classroom specifics regarding content, activities, procedures, and student progress.	<ul style="list-style-type: none"> <li>All K-8 families</li> </ul>	Weekly	Classroom teachers	Teachers compose weekly newsletters that describe current math activities and work. Resource sheets for homework may be provided. Newsletters are sent home or are available online on the TOPS website.

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: WRITING

**Lead Responsibility:**

Principal, Assistant Principal, Writing Specialist

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

- Fluctuating writing scores in grades 4 and 7 and among all demographic groups indicate the need for a more consistent, differentiated writing program that can address the diverse needs of students. The current level of students meeting standard in 4<sup>th</sup> grade, 71.4%, will be a starting point for maintaining and increasing the number of students meeting writing standard.
- Specifically, we will move Level 1 and 2 students to Level 3:  
 Grade 4 18 students  
 Grade 7 9 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>
Revise K-8 writing to reflect the GLEs and 6 Trait writing, developmentally appropriate conventions and multiple genres of writing.	<ul style="list-style-type: none"> <li>• All students K-8</li> </ul>	Professional Development Day	Administration Writing Specialist, Classroom Teachers	Staff will revise and continue building-wide use of our K-8 writing continuum. Teacher planning and collaboration will benefit from clear curriculum expectations. Explicit instructional targets support student learning in an aligned , integrated manner for continuity of student learning

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Implement Writers Workshop, Columbia Teachers College, with fidelity.	<ul style="list-style-type: none"> <li>All students K-8, specifically L2 and L1 students in grades 4 and 8.</li> </ul>	Daily	Assistant Principal, Writing Specialist, Classroom Teachers	The Units of Study for Writers Workshop implementation in grades K-8 provide explicit writing instruction informed by research with a proven track record for raising the quality of student writing and meeting the needs of diverse learners.
Increase the use of GLAD strategies.	<ul style="list-style-type: none"> <li>English Language Learners K-8, and specifically those who are Level 2 or Level 1 based on 2008 WASL scores.</li> </ul>	Ongoing	Administration ELL teacher GLAD trainers	A week-long GLAD training will occur at TOPS in October 2008. GLAD strategies integrate effectively with Writers Workshop and balanced literacy practices. The combination of these practices will empower teachers and students to increase writing skills.

**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>
Conduct 2 writing assessments with school-wide prompt in grades K-8.	All students, grades K-8	Writing Team Classroom Teachers	Using protocols for evaluating student work, teachers will use rubrics to assess the skills of students writing in the personal narrative genre. A score will be recorded. Teachers will compare student assessment with the assessment scores from Spring 2008 to assess student progress and instructional direction.

## 2008-09 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
Teachers will assess classroom implementation of Writers Workshop using a Teacher Assessment Tool.	All students K-8. Teachers take assessment 3x per year.	Administration, Writing Specialist, Classroom Teachers	Teachers will have the opportunity assess the progress of their own practice as they implement the Units of Study. Areas of strength and support for instructional integrity will be identified. Results of these reflections will indicate the next steps teachers need to take teach with clear teaching points, modeling, lesson/unit planning, and consistency of Writers Workshop for students.
Teachers will learn to use the Coninum for Assessing Narrative Writing.	All students K-8 and specifically L1 and L2 students.	Administration, Writing Specialist, Classroom Teachers	Shifting from 6 Trait rubrics to the Columbia Teachers College Continuum requires practice. Teachers will have opportunities for guided practice when assessing student writing from Writers Workshop.
Writers Workshop Look-For Tool	All students K-8	Administration, Writing Team	Staff will discuss the use of a Writers Workshop Look-For Tool that describes observables in classroom related to the workshop model of teaching. Examples of observables include: anchor charts, meeting area, writing folders, displayed teacher writing.

**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>	

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Introductory Writers Workshop Training through SSD	K-8 teachers who have not been training can take introductory Writers Workshop training through SSD.	Offered 3x per year Three 3 hour sessions for 9 hours of total training	Teachers who have not been trained to use the Units of Study benefit greatly from taking Writers Workshop Training. Common professional vocabulary develops as teachers collaborate using research best practices to improve student writing. Student writing is collaboratively assessed.
Writers Workshop PD for Implementing Teachers SSD and Columbia Staff Developers	K-8 teachers who have implanted Writers Workshop for one year.	District-based sessions will occur at K-2, 3-5, and 6-8 during visits from Columbia Staff Developers 3x per year	Opportunities to exchange instructional practice ideas, hone instructional skills, and refine the use of student writing to move student writers forward are important parts of Writers Workshop. This multiple school session provides rich opportunities for quality professional development for teachers and practical ideas to use every day in class.
Writers Workshop labsite with Columbia Staff Developer at Blaine K-8	K-8 teachers	Labsite experiences for K-8 teachers from TOPS and Blaine 3x per year	Labsite experiences give teachers an authentic way to quickly improve writing instruction based on observing demonstration lessons by Columbia University experts, pre-briefing and debriefing with colleagues using protocols, and learning practical ideas to use right away.

**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>

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Guidelines for volunteers helping in Writers Workshop classrooms	<ul style="list-style-type: none"> <li>Families who helping classrooms</li> </ul>	Daily	Writing Specialist, Classroom Teachers	Assisting teachers in the classroom during Writers Workshop is different from what parents might have done in the past. A short session and guidelines sheet provide parents with ideas for what to say to young writers, the best way to help with spelling/editing, and how to help students generate ideas while maintaining independence.
Guidelines for helping student writers at home	<ul style="list-style-type: none"> <li>All families of K-8 students</li> </ul>	Daily	Writing Specialist, Classroom Teachers	Assisting students at home with Writers Workshop requires different guidelines to ensure student independence. Families will receive guidelines for how to encourage good writing practice at home.
Reflection of student writing progress	<ul style="list-style-type: none"> <li>All families of K-8 students</li> </ul>	3x per year/conferences- quarterly reporting of progress	Classroom Teachers	Parents will have the opportunity to review student writing before conferences and when progress reports are distributed.

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #3: READING

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**Lead Responsibility:** Principal, Assistant Principal, Reading Specialist, BLT

**S.M.A.R.T. Goal:** We will sustain the number of students meeting reading standard in 2008. Specific instructional attention will be given to move Level 2 students to Level 3 on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort:

Grade 4	79%	Grade 5	83%
Grade 6	86%	Grade 7	73%
Grade 8	84%		

Informational text is a specific focus.

Through a variety of additional supports, we will increase our students capacity for effective reading: Reading Block, Literature circles, Reading Specialist, Study Club.

#### 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>

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Provide comprehensive reading instruction using balanced literacy practices.	<ul style="list-style-type: none"> <li>All students K-8, specifically those who are below standard on the DRA( grades 1 and 2) and L1 and L2 students (grades 3-8).</li> </ul>	Daily	Administration Reading Specialist Classroom Teachers	Best instructional practices in literacy, as defined by SSD Balanced Literacy Document, are key to student progress as effective readers. Identifying independent and instructional reading levels using classroom libraries, using guided reading and interactive read alouds are ways to begin established systemic literacy instruction for improved student learning.
Smaller group sizes and grouping students according to instructional reading levels allow for maximum focus on individual student needs.	<ul style="list-style-type: none"> <li>Students in grades 1-4</li> </ul>	Daily for 60 minute Reading Blocks	Administration and Reading Specialist Reading Block teachers	Using data from the DRA, teachers create groups of 6-12 students for daily reading instruction that focuses on phonemic awareness, phonics, fluency, vocabulary and comprehension as students work with texts at their instructional levels.
Strengthen use of GLAD, Linguistic Remedies, and NUA strategies, and explicit comprehension strategies.	<ul style="list-style-type: none"> <li>All students K-8, specifically L1 and L2 students grades 2-8 and primary students below standard on the Fall 2008 DRA.</li> </ul>	Ongoing through professional development at the district, school, and grade band levels.	Administration Reading Specialist Classroom Teachers	Teachers require ongoing opportunities to discuss reading instruction strategies they already use with those they are learning and beginning to implement.
Expand literature circles and Reading Blocks in grades 3-6.	<ul style="list-style-type: none"> <li>All students grades 3-6, specifically those who are L1 and L2.</li> </ul>	Ongoing 2008-2009	Administration Reading Specialist BLT	Balanced literacy practices proven effective in primary grades are effective with intermediate students. Smaller groups, instructionally appropriate text, guided reading, reading for meaning and ongoing classroom based assessments of student progress are best literacy practices that support older readers.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Study and address the needs of struggling adolescent readers with a focus on nonfiction text.	<ul style="list-style-type: none"> <li>• Middle School L1 and L2 students</li> </ul>	Ongoing during 2008-2009	Administration Middle School LA Teachers	Teachers experience difficulty finding meaningful reading with appropriate adolescent themes for struggling readers. Relevant topics and subject matter are crucial for maintaining student interest and providing much needed reading practice. Teachers will research booklists to identify appropriate books for L1 and L2 students in middle school.

**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>
Independent Reading and Interactive reading Look-For Tools	All K-8 students	Administration, Reading Specialist, BLT	These tools, developed by district literacy coaches, allow teachers and administration to become aware of the requirements for Independent reading and Interactive read aloud in a Balanced Literacy Progra. By collaboratively studying these observables, teachers can self-assess their progress toward implementation and administrators can conduct walk-throughs of classrooms looking for specifics.

## 2008-09 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
DRA scores grades 1 and 2	All students in grades 1 and 2	Reading Specialist, Classroom Teachers	Fall 2008 DRA scores provide information regarding student reading skills in accuracy, fluency, phrasing, and comprehension. These scores are used to identify instructional groups for Reading Block instruction, keeping group sizes small (6-12 students). Teachers begin instruction using texts that are appropriate for students' skills. Phonemic awareness and phonics instruction also occurs.
WASL	L1 and L2 students in grades 3-8	Administration, Reading Specialist, BLT	The 2008 WASL reading scores provide information for focused instruction. Students who did not meet reading standard will specifically benefit from instruction that address analyzing and interpreting literary and informational texts, as well as comprehension informational text. Teachers will analyze individual student needs based on WASL results and plan small group strategy instruction accordingly.

**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>	

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Explicit Instruction of Comprehension Strategies Training	District literacy coaches, Assistant principal	2x per year	K-2 and 3-8 teachers learn how to implement explicit instructional practices that provide active literacy opportunities for a variety of diverse learners. Teacher knowledge of high interest, informational student texts is a by-product of this training.
Independent Reading as an Instructional Tool Training	District coaches	2x per year	K-2 teachers learn how to use classroom libraries for effective reading instruction. Differentiated reading instruction arises naturally out of running record assessments to place students in just right books.
GLAD Training Linguistic Remedies Training	GLAD trainers, bilingual coaches	Week-long training	In October 2008, TOPS is hosting a week long GLAD training. Teachers will observe GLAD strategies first-hand as they watch demonstration lesson and collaborate with colleagues, discussing implications for teaching practice. GLAD strategies are balanced literacy best practices.

**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>

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Volunteers continue to provide 1:1 tutoring.	<ul style="list-style-type: none"> <li>• Grades 1 and 2: Students who did not meet the Fall benchmark for passing the DRA.</li> <li>• Grades 3-8: L1 and L2 students</li> </ul>	2x per week	Reading Specialist, Classroom Teachers	Volunteers provide 1:1 tutoring time for primary readers. Students receive practice in practicing identified skills in collaboration with classroom teacher. They additionally get much needed oral reading practice.
Volunteers lead literature circle groups.	<ul style="list-style-type: none"> <li>• Grade 3-6 students</li> </ul>	2-4x per week	Reading Specialist, Classroom Teachers	Volunteers receive guidelines for leading literature circle groups in grades 3-6. Group discussion focuses on story elements and comprehension strategies.
Families receive information regarding classroom reading activities, materials, and student progress.	<ul style="list-style-type: none"> <li>• All families</li> </ul>	Weekly	Reading Specialist, Classroom Teachers	Teachers provide regular communication as newsletters or online on the TOPS website that update families about classroom reading instruction and activities, and ways to assist their children at home.

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #4: SCIENCE

**Lead Responsibility:** Principal, Assistant Principal, Science Team

**S.M.A.R.T. Goal:** We will sustain the number of students meeting science standard in 2008. Specific instructional attention will be given to increase the number of students who meet standard on the 2009 WASL. We strive to raise the number of students meeting standard by 4% per cohort:  
 Grade 5 63%                      Grade 8 70%

#### 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>
Increase instructional awareness and focus for science writing.	<ul style="list-style-type: none"> <li>All students K-8, specifically students who did not meet science standard on the 2008 WASL.</li> </ul>	Ongoing throughout the school year	Administration Science Team BLT	TOPS students receive effective science content instruction. From our science teacher. Science writing, however, is not widely taught and this lack of skill interferes with our students demonstrating the science content knowledge. The science WASL is given to students in 5 <sup>th</sup> and 8 <sup>th</sup> grade, so it is imperative that K-8 staff become aware of this need and focus on writing in science instruction.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Teachers explore training possibilities for improving science writing instruction.	<ul style="list-style-type: none"> <li>All K-8 students, specifically 5<sup>th</sup> and 8<sup>th</sup> graders</li> </ul>	Ongoing throughout school year	Administration Science Team BLT	Teachers will have opportunities to pursue this information at grade level, grade band, and whole school meetings. And create a plan for training.
Teachers will participate in training sessions that integrate writing with science content instruction.	<ul style="list-style-type: none"> <li>All K-8 students</li> </ul>	Ongoing throughout school year	Administration and Classroom Teachers	Teachers will participate in training sessions through SSD and quality educational training organizations that focus on science writing. We will focus initially on 5 <sup>th</sup> and 8 <sup>th</sup> grade teachers.
Teachers will collaborate to begin to identify a continuum of writing skills and genres that align through the grades and are informed by GLEs for the 2009-2010 school year..	<ul style="list-style-type: none"> <li>All K-8 students</li> </ul>	Ongoing throughout school year	Administration and Classroom Teachers	Discussion and collaboration will occur at grade level, grade band, and whole school meetings to identify science writing skills, instructional opportunities for infusing them into science lessons, and articulate grade level instructional expectations
5 <sup>th</sup> and 8 <sup>th</sup> grade teachers of science will attend SSD WASL preparation class.	<ul style="list-style-type: none"> <li>5<sup>th</sup> and 8<sup>th</sup> grade students</li> </ul>	Winter/Spring 2009	Administration and 5 <sup>th</sup> and 8 <sup>th</sup> Teachers	Teachers who administer the science WASL will benefit from continued input regarding the best ways to prepare student to demonstrate writing skills as required to meet standard on the the assessment.

**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>

## 2008-09 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
WASL	5 <sup>th</sup> and 8 <sup>th</sup> grade students	Administration and Classroom Teachers	We expect an increase in students meeting standard on the WASL as science writing instruction occurs in classrooms, especially the 5 <sup>th</sup> and 8 <sup>th</sup> grades. Result will inform instruction and professional development at the school level among grade bands.

*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>	
Science Writing Workshop with Betsy Fulwiler, SSD	Administration and Classroom Teachers	During the 2008-2009 school year	The workshop will address modeling minilessons that develop student expository writing skills, modeling formative assessments and written feedback, and information about science notebook entries for specific lessons in grade level science kits.
Grade level, grade band, and all school meetings	Administration and Classroom teachers	3x per year	Teachers will explore, discuss, and analyze the genres and modes of writing appropriate for science instruction by studying the GLEs.

## 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Training offered by BER, OSPI, Puget Sound ESD, and other quality education organizations	Classroom teachers	As offered during school year	Science writing training is often presented by several quality organizations devoted to improved student learning through excellent professional development for teachers. We will note the dates of these trainings, share them with colleagues, and attend as possible as we form our plan for 2009-2010.
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**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>
Classroom newsletters	<ul style="list-style-type: none"> <li>• All families, especially those of 5<sup>th</sup> and 8<sup>th</sup> grade students</li> </ul>	Ongoing throughout the school year	Classroom Teachers	Classroom teachers will share their new learning and articulate required science writing skills to families. Information for helping students at home will occur as teachers become more familiar with the strategies, genres, and modes of science writing.

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

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #5: CITIZENSHIP

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**Lead Responsibility:**

Principal, Assistant Principal, School Counselor, UW Doctoral Candidate Advisor to TOPS

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

90% of TOPS teachers will hold weekly classroom meetings to teach and discuss pro-social behavior and anti-bully strategies.

**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>
Create a consistent approach to teaching and encouraging pro-social behavior and reducing bullying.	<ul style="list-style-type: none"> <li>• All K-8 students</li> </ul>	Ongoing throughout school year	Principal, School Counselor, UW Advisor	The CARE Program strives to develop and maintain consistent pathways for teaching students to respect themselves, each other and our community. Caring and respect are foundational to everything we do. Monthly themes such as caring, empathy, and forgiveness keep teachers and students focused on pro-social behavior.

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Class meetings	<ul style="list-style-type: none"> <li>All K-8 students</li> </ul>	Weekly	School Counselor and UW Advisor	Classroom meetings provide a venue for meaningful discussion regarding behavioral issues and teach socio-emotional skills with the support of identified curriculum. Class meeting procedures are outlined by Olweus's bullying prevention framework.
CARE Assemblies	<ul style="list-style-type: none"> <li>All K-8 students</li> </ul>	3x per year	School Counselor, UW Advisor, Classroom teachers	All school assemblies present messages about appropriate behaviors towards self, others, and community through the use of monthly themes and targeted behaviors.

**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>
Frequency of classroom meetings and topics will be surveyed.	Students will be surveyed regarding their use of strategies taught through CARE and class meetings.	School Counselor, UW Advisor	Effectiveness of classroom meetings will be assessed and discussed by classroom teachers at school meetings. Suggestions for scheduling meetings and providing meaningful content for students will be addressed to encourage weekly meetings.

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

### Professional Development

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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*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>	
School based PD particular to the goals of CARE	School Counselor and UW Advisor	6x per year	School meetings will contain a component of CARE instruction for regular staff discussion about following through with class meetings.
School based PD for using the curricula: Second Step, Steps to Respect, Let's Get Real	School Counselor and UW Advisor	1x per year	Teachers will have the opportunity to refresh and refine these skills, as well as problem solve with colleagues.

**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>
school and classroom newsletters and school website	<ul style="list-style-type: none"> <li>All families</li> </ul>	Weekly – classroom  Monthly - school	Administration and Classroom Teachers	School administration will report all school activities related to CARE. Classroom teachers will report classroom activities and content of class meetings. Suggestions for reinforcing pro-social behavior at home will be included.

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

# 2008-09 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>
Inclusion of students in Deaf and Hard of Hearing Program	We plan to raise awareness of the DHH kids at TOPS and help our school community understand their special needs. These students are included in general education activities whenever possible.	An AMASLAN class is offered to teach the TOPS community how to best communicate with our DHH students. Special attention to the inclusion of our DHH staff in our larger staff community is essential.
Music/Arts/Drama	TOPS provides instruction in all three of these areas. TOPS continues to be aware of the value of the need for arts in education and strives to ensure that all students have opportunities to participate.	TOPS provides elementary and middle school art instruction, music programs (instrumental and choir), and drama opportunities for middle school students.

**2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 3: OTHER AREAS OF FOCUS**

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Other Area of Focus	Goal(s)	Key Strategies

Note: Please delete or add rows as necessary

# 2008-09 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 4: 2008-09 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
Reading, math, writing	Intensive tutoring for small group of 1 <sup>st</sup> -6 <sup>th</sup> grade students.	\$12,000	Y	Friends of TOPS	
Reading, math, writing	Kids Co. on site before and after school care provides homework support to students in 1 <sup>st</sup> -6 <sup>th</sup> grades.	In kind	na	na	
Math, reading, ELL	Before school sessions with ELL student and ELL teacher to support classroom learning.	SSD	Na	SSD	
Citizenship	Care Program for encouraging pro-social behavior and reduction bullying.	\$5000	Friends of TOPS and UW		
Reading	Identify below standard students for individualized reading support through Reading Blocks and small group instruction.		Y	LAP	
Reading, math	After school study club to support instruction for Level 1 and 2 students.	\$3000	Y	Out of School Time (OST)	

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

# 2008-09 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
Writers in Schools	Instructors enrich writing instruction for grades 5-8.	1x per week for 14 weeks	Friends of TOPS		yearly
Young Playwrights	Instructors facilitate the instruction of writing plays by middle school students	2x per week for 12 weeks	Friends of TOPS		yearly
Kids Co.	On site child care for TOPS students that includes homework support.	Daily			ongoing
Planting the Seeds	Provides an opportunity for middle school students to understand our diverse city, show respect to self and others, and care about our homeless community and the agencies that serve them.	3 day retreat	Friend of TOPS		yearly
NW Harvest, Union Gospel Mission, Orion Center	Service learning opportunities at food banks for 6 <sup>th</sup> and 7 <sup>th</sup> graders.	1x per student per year			Ongoing

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