



Continuous School Improvement Plan (CSIP)

APP at Lincoln

2012-2014

Rina Geoghagan, Principal

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our school's plan of action for 2011-2013. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Mission and Vision

Our school's mission statement articulates the values and actions that we are committed to in service of students. Our school's vision statement shares what we see as the ideal outcome of our efforts.

Mission

APP @ Lincoln inspires advanced learners to be independent thinkers who utilize their peers, teachers and surrounding resources in their pursuit of learning. Teachers facilitate creative problem solving through a project based learning model with a focus on environmental stewardship and our local and global communities.

Vision

APP@Lincoln provides a stimulating and culturally enriching experience through a rigorous curriculum that integrates technology, science, and the arts. Our goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion, and leadership in a rapidly changing world.

School-Wide LAP Program

Schools within Seattle Public Schools receive either Federal Title I funding or Washington State Learning Assistance Program (LAP) funding in order to support student and school performance and to meet academic and accountability goals. Our school receives LAP funding. Information on our School-Wide LAP Program is listed below.

Conducted needs assessment to determine our CSIP goals that help target students meet standard

At Grade-Level Team (GLT) meetings and in our Building Leadership Team (BLT) that includes parents and community, we analyzed student achievement data from MSP, MAP and classroom-based assessments. We then developed data-based SMART goals for student growth in all major goal areas.

Use reform strategies to improve student learning

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals.

Offer professional development that is high quality and ongoing	We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.
Increase parent/family involvement	Every major student learning goal includes activities and strategies for increasing parent involvement.
Involved our teachers in decision-making	Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.
Assist our students to meet standards	Our CSIP targets underachieving students in a number of specific areas of student learning.
Retain high quality, highly-qualified staff	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.
Transition new students and families into our schools	We host a welcoming event for incoming students (Grades K - 5) and invite their families to tour the school and meet our staff and students. New families are introduced to the school and Kindergarten teachers at our new family orientation evening scheduled after assignments have been given. New family picnics are scheduled during the summer to bring new and continuing families together.
Track "Highly Qualified" (HQ) staff	The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 24 Highly Qualified teachers in this school and 6 Highly Qualified instructional assistants.

LAP Funding / Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
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School Review

Data Review

The first step in developing this CSIP was completing a comprehensive review of our school. When doing so, we looked at our data across many dimensions and subjects, including, but not limited to, the following reports:

- Measures of Academic Progress (MAP) Progress Reports
- Performance Management Data and Reports (District Score Card/School Reports)
- State Assessment Reports
- Student / Staff / Family School Climate Reports

Issue Summary

After completing our data review and reflecting on what it means, we've identified the following key issues facing our school:

Academic Outcomes

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|--|--|
| <p>1. Continued focus on working with highly capable learners</p> | <p>Our 3rd, 4th, and 5th grade students reading scores are consistently high. Our C-SIP plan is to continue to focus on the strategies we have developed for working with highly capable learners. Reading remains one of our strongest areas when our entire school data is analyzed. Our focus will be to support our advanced learners so they continue to show growth.</p> |
| <p>2. Increased focus on different styles of writing</p> | <p>Writing continues to be a building focus this year. Our 4th grade students have been making progress on the writing MSP for the last 3 years. In order to meet the needs of our highly capable students, we are exploring different types of writing (ie. expository, opinion writing) in addition to narrative writing.</p> |
| <p>3. Continued progress on science</p> | <p>Our 5th grade students have been making progress on the science MSP for the last three years. Inquiry-based science units, science notebooks, science enrichment activities, and environmental stewardship projects are all part of the strategic instruction that will continue this year.</p> |

Focus Area Details

Focus Areas

While our school works on numerous areas to varying degrees throughout the year, we decided to target our efforts through specific focus areas over the next two years based on the outcome of our school review and issue summary. **Focus areas are overarching themes around which our school dedicates resources to improve specific student outcomes.** A focus area contains six parts, which are defined below. It is important to note that all schools are asked to include mathematics as a focus area since it is a district-wide priority. Further, all schools are instructed to include focus areas for any AYP area that was not met.

Student-focused SMART goals: A SMART Goal is Specific, Measurable, Actionable, Realistic, and Timely. It includes a key student performance (outcome) measure, the student population to which the measure applies, the actual percentage based on the most recent data available, the target percentage, and who is ultimately responsible for ensuring the goal is met. SMART goals are chosen carefully based on school- and student-level data. SMART goals are generally limited to less than five in each focus area so that a school can maintain realistic expectations and remain targeted in its improvement efforts. It is important to note that while a CSIP spans two academic years, SMART goals are generally annual goals. SMART goals for the following year will be revisited and established each winter.

Strategies: the specific approaches, or proven methods, which will be used to reach SMART goals within each focus area. Seattle Public Schools supports foundational strategies (Balanced Literacy, High Level Teaching Moves, etc) and differentiated (targeted) strategies to meet all students' needs. Each strategy falls within an established category in the CSIP and is listed with a specific frequency as well as brief description of what the school will actually be doing to meet its SMART goals within the associated focus area. Each strategy within the CSIP also indicates who is ultimately responsible for seeing that the strategy is implemented as planned.

Progress monitoring: the specific methods that will be used to ensure that action is taken towards reaching the school's SMART goals. For each progress monitoring method, this includes identifying which instruments will be used at what frequency, as well as who is ultimately responsible for monitoring and reporting progress. It is important to note that various assessments, such as MAP, or individual student plans may have additional progress monitoring activities in the form of benchmarks throughout the year at the individual student level.

Professional development: the ways in which a school will seek to train and engage teachers and staff to effectively carry out the strategies in each focus area. Each professional development opportunity can be grouped into a category, and should be reported along with who will be required to participate, the primary facilitator, the frequency, and who is ultimately responsible for seeing that the professional development takes place.

Family engagement: the specific type of family and community engagement a school will employ and the specific family engagement strategy it will implement in order to communicate, serve, and partner with its ethnically and linguistically diverse families in support of student achievement.

Community partners: contact and descriptive information about organizations and individuals who collaborate with a school in support of attaining its SMART goals within one or more focus areas.

The following pages include this information for each of our school's focus areas.

Focus Area: Reading / Language Arts

Our 3rd, 4th, and 5th grade students reading scores are consistently high. Our C-SIP plan is to continue to focus on the strategies we have developed for working with highly capable learners. Reading remains one of our strongest areas when our entire school data is analyzed. Our focus will be to support our advanced learners so they continue to show growth.

2012-2014 SMART Goals for Reading / Language Arts

1. For 3rd grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 88% to 93%. The person responsible for this goal is Rina Geoghagan.
2. For 4th grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 92% to 97%. The person responsible for this goal is Rina Geoghagan.
3. For 5th grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 90% to 95%. The person responsible for this goal is Rina Geoghagan.

Strategies for Reading / Language Arts

Instructional Focus

1. Conferring

Frequency: Once per Week

Lead: Rina Geoghagan

Teachers will meet weekly in grade level bands to discuss reading instruction seeking feedback to inform instruction.

2. Small group/individual

Frequency: Daily per Week

Lead: Rina Geoghagan

Teachers will examine students' daily reading work and target instruction for individual student needs.

Progress Monitoring for Reading / Language Arts

Observation

1. Classroom observation

Frequency: 5 Times per Week

Lead: Rina Geoghagan

Teachers will observe their students at work during reading block

Conference/Meeting

1. Student conference

Frequency: Twice per Week

Lead: Rina Geoghagan

Teachers will conference with their students during literacy block

Assessment

1. Teachers College Quick Assessment

Frequency: 3 Times per Year

Lead: Rina Geoghagan

Teachers will assess their students' reading skills using the Teacher's College Reading Assessment

2. Summative assessment
Frequency: 3 Times per Year
Lead: Rina Geoghagan

Teachers will participate in a district initiated benchmark assessment pilot program. Teachers will receive specific standards based data related to the Common Core State Assessments.

Professional Development for Reading / Language Arts

Content Knowledge

Participants: Teachers
Facilitator: Staff Member
Frequency: Once per Year
Lead: Rina Geoghagan

Reader's Workshop and other literacy PD classes offered by the school district

Data Analysis

Participants: Grade Level Teams
Facilitator: Staff Member
Frequency: Once per Month
Lead: Rina Geoghagan

Professional learning communities focus on how to use the data from running records, MAP testing, CBAs, and MSP to inform instruction and monitor student progress.

Collaborative Planning

Participants: Grade Level Teams
Facilitator: Staff Member
Frequency: Once per Week
Lead: Rina Geoghagan

All teachers will meet in grade level teams to discuss their literacy program and student assessment data to inform literacy instruction.

Family Engagement for Reading / Language Arts

Family Support

Strategy: Homework Assistance
Frequency: 7 Times per Week
Lead: Parents

Parents will provide regular time and space for homework as well as nightly reading.

Communication

Strategy: Flyers / Newsletters
Frequency: Once per Week
Lead: Classroom teachers

Parents will read all class newsletters.

Community Collaboration

Strategy: Curriculum Nights
Frequency: 3 Times per Year
Lead: Classroom teachers

Families will participate in curriculum nights.

Welcoming Environment

Strategy: Provide family room/space that contains resources, computers, books, etc.

Frequency: Daily per Year

Lead: Rina Geoghagan

PTSA-sponsored Reading Room on the 4th Floor.

Students have access during the school day.

Community Partners for Reading / Language Arts

SNAPP PTA

Contact: Jean Bryant

Phone: 206-295-0555

Email: jeanbryant@msn.com

Funding Source: PTSA or Parent Funded

Length of Partnership: Current year

Classroom grants for teachers to purchase books for library, parent volunteers assist with leveling-libraries, parent volunteers read with students in small groups or one-on-one.

End of Reading / Language Arts

Focus Area: Mathematics

Our 3rd, 4th, and 5th grade students math scores are consistently high. Our C-SIP plan is to continue to focus on the strategies we have developed for working with highly capable learners. Our focus will be to differentiate instruction to meet the needs of all of our students and their ranges of abilities.

2012-2014 SMART Goals for Mathematics

1. For 3rd grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 88% to 93%. The person responsible for this goal is Rina Geoghagan.
2. For 4th grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 89% to 94%. The person responsible for this goal is Rina Geoghagan.
3. For 5th grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 88% to 93%. The person responsible for this goal is Rina Geoghagan.

Strategies for Mathematics

Time

1. Common planning time
Frequency: Once per Week
Lead: Rina Geoghagan

Teachers will meet weekly in grade level bands to discuss math instruction and student learning seeking input to inform instruction.

Instructional Focus

1. Small group/individual
Frequency: Daily per Week
Lead: Rina Geoghagan
2. Flexible grouping
Frequency: Daily per Year
Lead: Rina Geoghagan
3. Co-teaching/integrated teaching
Frequency: Other per As needed
Lead: Rina Geoghagan

Based on formative and summative assessments, provide intervention and extra support for students through flexible grouping, small groups, and one-on-one tutoring.

Math specialist works with small groups and/or individual students based on formative and summative assessments.

Family Math Night, school garden, technology projects, real life application

Progress Monitoring for Mathematics

Observation

1. Classroom observation
Frequency: 5 Times per Week
Lead: Rina Geoghagan

Teachers will observe their students at work during math class.

Assessment

1. Classroom based assessment

Frequency: Once per Week

Lead: Rina Geoghagan

2. End of unit/End of course assessment

Frequency: Other per As needed

Lead: Rina Geoghagan

3. Classroom based assessment

Frequency: 3 Times per Year

Lead: Rina Geoghagan

Teachers will use CBAs to assess student learning to inform their instruction.

Teachers will use end of unit assessment data to assess student learning and inform instruction.

Teachers will participate in a district initiated benchmark assessment pilot program. Teachers will receive specific standards based data related to the Common Core State Assessments.

Professional Development for Mathematics**Instructional Practice**

Participants: Teachers

Facilitator: District Staff Member

Frequency: Other per Year

Lead: Rina Geoghagan

Participants: Teachers in Focus Area

Facilitator: Consultant

Frequency: 6 Times per Year

Lead: Rina Geoghagan

Classroom teachers and resource room teachers will participate in all District directed math professional development.

Teachers will participate in professional development sessions with Dan Finkel and Katherine Cook. Teachers will work in grade levels to reflect on teaching practices and find new ways to meet student needs.

Family Engagement for Mathematics**Family Support**

Strategy: Homework Assistance

Frequency: 5 Times per Year

Lead: Parents

Strategy: Family Conference

Frequency: Once per Year

Lead: Parents

Parents will provide regular time and space for homework.

Parents will attend all scheduled conferences.

Community Collaboration

Strategy: Curriculum Nights

Frequency: Once per Other

Lead: Parents

Families will make every effort to attend a math curriculum night.

Community Partners for Mathematics

Dan Finkel and Katherine Cook

Contact: Dan Finkel

Phone: (Unspecified)

Email: math4love.org

Funding Source: PTSA or Parent Funded

Length of Partnership: Multi-year

Math4Love provides professional development for teachers to ensure teachers have a strong foundation in mathematical instruction and differentiation.

End of Mathematics

Focus Area: Writing

Writing continues to be a building focus this year. Our 4th grade students have been making progress on the writing MSP for the last 3 years. In order to meet the needs of our highly capable students, we are exploring different types of writing (ie. expository, opinion writing) in addition to narrative writing.

2012-2014 SMART Goals for Writing

1. For 4th grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 84% to 89%. The person responsible for this goal is 4th Grade Teachers.

Strategies for Writing

Instructional Focus

1. Workshop model

Frequency: Daily per Unit

Lead: Rina Geoghagan

2. Complex instruction

Frequency: Daily per Year

Lead: Rina Geoghagan

3. Conferring

Frequency: (Unspecified) per As needed

Lead: Rina Geoghagan

Writer's Workshop is an interdisciplinary writing program which builds students' stamina through exposure to the writing process. Grades 1-5.

Our balanced writing includes elements in mini lessons, shared writing, independent writing, conferring and authors' chair. Grades 1-5

Teachers are using ipads to confer with students and create personalized instructional goals for each student.

Progress Monitoring for Writing

Assessment

1. Classroom based assessment

Frequency: 3 Times per Year

Lead: Classroom teachers

2. Summative assessment

Frequency: Other per As needed

Lead: Classroom teachers

Grade level writing prompts assess student growth towards making standard.

Teachers have developed grade level writing rubrics based on Common Core State Standards.

Professional Development for Writing

Instructional Practice

Participants: Teachers

Facilitator: District Staff Member

Frequency: Other per As needed

Lead: Classroom teachers

Teachers attend District sponsored Writer's Workshop trainings throughout the year.

Participants: Teachers in Focus Area
Facilitator: University Partner
Frequency: 5 Times per Year
Lead: Classroom teachers

APP@Lincoln is partnering with Antioch University to provide on-site Writer's Workshop training for teachers in grades 1-5.

Family Engagement for Writing

Communication

Strategy: Maintain open and consistent communication with families through multiple channels

Frequency: Once per Year
Lead: Classroom teachers

Fall curriculum Night and ongoing classroom communication keeps families informed.

Teachers send home bi-monthly newsletters informing families about writing units that are being taught in classrooms.

Student Learning

Strategy: Parent/Teacher conferences

Frequency: Once per Year
Lead: Classroom teachers

Novemeber teacher conferences and ongoing parent communication supports student learning.

Welcoming Environment

Strategy: Writing Celebrations

Frequency: Other per As needed
Lead: Classroom teachers

Student writing is featured in Writer's Workshop celebrations, classroom newsletters and bulletin boards.

Community Partners for Writing

Antioch University

Contact: Amanda Irtz

Phone: (Unspecified)

Email: amanda.irtz@gmail.com

Funding Source: In-kind Donation or Services

Length of Partnership: Current year

Amanda Irtz is working with teachers to become more familiar and comfortable teaching the workshop model. Amanda will facilitate oportunitites for teachers to participate in lab classrooms and observe one another and then reflect on the experience.

SNAPP PTA

Contact: Jean Bryant

Phone: 206.295.0555

Email: jeanbryant@msn.com

Funding Source: (Unspecified)

Length of Partnership: Multi-year

The SNAPP PTA is an active organization that supports the school and provides many opportunities for families to get together and volunteer. Parent volunteers work in classrooms and help with one-on-one or small groups of students.

End of Writing

Focus Area: Science

Our 5th grade students have been making progress on the science MSP for the last three years. Inquiry-based science units, science notebooks, science enrichment activities, and environmental stewardship projects are all part of the strategic instruction that will continue this year.

2012-2014 SMART Goals for Science

1. For 5th grade students in Advanced Learning programs we will increase the percentage of students making gains on the state test from 88% to 93%. The person responsible for this goal is 5th grade teachers.

Strategies for Science

Instructional Focus

1. (Unspecified)

Frequency: Once per Week

Lead: Classroom teachers

Teachers will plan writing activities that foster student investigation, discovery and analysis.

2. Complex instruction

Frequency: Daily per (Unspecified)

Lead: Classroom teachers

Implement inquiry based science curriculum in grades 1-5 based on district curriculum and state standards.

3. Environmental stewardship

Frequency: Other per (Unspecified)

Lead: Classroom teachers

Environmental stewardship projects allow students to apply their scientific learning in real-world applications in grades 1-5.

4. Project based learning

Frequency: Other per As needed

Lead: Rina Geoghagan

Teachers will participate in Project Based Learning activities to foster real life learning opportunities.

Progress Monitoring for Science

Observation

1. Classroom observation

Frequency: Other per Other

Lead: Classroom teachers

Teachers observation of students' engagement in science experiments provides valuable information in grades 1-5.

Assessment

1. Classroom based assessment

Frequency: Other per Other

Lead: Rina Geoghagan

Experiments, journals, observations, and formative assessments provide information about students' ability to conduct fair tests and identify variables in grades 1-5.

2. End of unit/End of course assessment

Frequency: Other per As needed

Lead: Rina Geoghagan

End of unit science assessments provide information to determine student learning and what students need to be successful as scientific thinkers.

Professional Development for Science

Content Knowledge

Participants: Teachers in Focus Area

Facilitator: District Staff Member

Frequency: Once per Year

Lead: Katherine Show

Inquiry Science Classes offered by SPS

Collaborative Planning

Participants: Teachers

Facilitator: Staff Member

Frequency: Once per Week

Lead: Classroom teachers

4th and 5th grade math and science teachers use collaboration time to focus on science instruction, student progress, and next steps.

Participants: Grade Level Teams

Facilitator: Consultant

Frequency: (Unspecified) per As needed

Lead: Rina Geoghagan

Teachers will plan collaboratively to create real world projects.

Family Engagement for Science

Communication

Strategy: Curriculum Night

Frequency: Once per Year

Lead: Teachers

Parents learn about the science curriculum for each grade level at curriculum night.

Welcoming Environment

Strategy: Environmental Stewardship Projects

Frequency: Daily per Year

Lead: Parents

Our projects such as our school garden and Green Team program involve parents, community, and the whole school and support our vision.

Community Partners for Science

SNAPP PTA

Contact: Jean Bryant

Phone: 206.295.0555

Email: jeanbryant@msn.com

Funding Source: PTSA or Parent Funded

Length of Partnership: Multi-year

The PTA provides funds and volunteers for many science enrichment activities and field trips, grades 1-5. The PTA has also funded the school garden.

End of Science

CSIP Development Process

Annual Review Cycle

The following outlines the types of CSIP-related planning activities that occur throughout the year at our school within the annual CSIP review and development process.

Winter	Our principal will receive mid-year data from the District's REA office and engage with the Building Leadership Team and staff to study student assessment data and to make initial revisions to our CSIP. Our CSIP will be revised as needed. Revisions will be shared with the community for further input and to build buy-in to successfully implement the plan and inform the budget development process.
Spring	Our principal received initial data to support the CSIP development process from the district's Research, Evaluation and Assessment (REA) and School Improvement (SI) departments. The principal then began the process of engaging the community to study student assessment data to make initial revisions to our CSIP.
Summer	Our principal received initial data to support the CSIP development process from the district's Research, Evaluation and Assessment (REA) and School Improvement (SI) departments. The principal then began the process of engaging staff and families to study student assessment data to make initial revisions to our CSIP.
Fall	Our principal will receive fall data from the District's central office and engage staff and families to study student assessment data to make initial revisions to our CSIP. In order to meet state compliance requirements, our principal and school team will update our CSIP by November.

Stakeholder Involvement

The following sections outline who is involved in developing our school's CSIP as well as the related responsibilities.

Building Leadership Team (BLT)

The BLT leads the process of a comprehensive school review, which includes studying state, district benchmarks, and classroom-based assessment data with input from staff, parents/families, community members, students, instructional/content coaches, educational directors, and other district support staff or outside experts.

BLT Membership:

- 4 teachers are currently on our BLT
- 1 staff are currently on our BLT
- 1 parents/guardians are currently on our BLT

Parents/Community

At least one parent on the BLT and/or other school leadership groups has a primary language other than English. Further, at least one parent on the BLT and/or other school leadership groups is not a parent in our school. Our CSIP will be presented at family and community events, and input from these events will be included in the revision of our CSIP.

Parent Notification / Communication

In October, copies of both our District Parent Policy (translated in the major non-English languages of district families) and School Parent Policy will be sent home with all students via newsletters or separate letters.

Events Where CSIP will be Discussed

- PTA/PTSA Meeting

Outside Experts (Unspecified)

Outside Expert Support on CSIP

- (Unspecified)

SPS Central Office

The district's central office is responsible for providing ongoing technical assistance and support by developing the CSIP framework. In addition, the district must:

- Train principals and school teams on creating meaningful CSIPs with relevant data and stakeholder input.
- Assist schools in completing the CSIP.
- Instructional coaches work directly with instructional staff and school leaders to improve instruction, engage all students, and maximize learning.
- Train principals in the development of SMART Goals and how to use data to drive instructional decisions.
- Remind schools of OSPI's and district's deadlines for completion of tasks/submission of documents and compliance regulations.
- Central office will provide instructional and content coaches in academic areas of need, as well as direction and ongoing support for strategically allocating our resources of staff, time, and materials targeting focused areas for student growth.

How Our School's CSIP Addresses and Complies with the "Nine Characteristics of Effective Schools"

The following describes how our school meets the Nine Characteristics of Effective Schools and how this is reflected throughout the CSIP development process.

High standards and expectations	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
Clear and shared focus	Our school has a mission and vision. Our school has analyzed relevant data and expressed insights, and determined student learning goals based on the data analysis and insights.
Frequent monitoring of teaching / learning	Our school's goals include details of periodic monitoring/assessment of student learning throughout the year; these data determine needs for adjusting instruction, interventions, and support.
High level of community and family involvement	Our school includes parent/community representation in the development of the CSIP. Our school identifies community partners that engage with the school in support of student learning. Our school includes one or more strategies for family/community engagement for every SMART goal.
Focused professional development	Each of our school's goal area includes the professional development that will occur in order to ensure effective goal implementation.
Effective school leadership	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
Supportive learning environments	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
High levels of communication and collaboration	Our staff and parents/community collaborate in the CSIP development and ongoing monitoring/adjusting. Our school shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.
Curriculum, instruction and assessment aligned with standards	Each of our school's academic goals is based on the state, state assessment standards of and/or district-approved classroom-based assessments. If/when school misses MSP standard in any subject, we create a Major Focus SMART Goal for that subject which is part of our focus for the following year

CSIP and Other Plans

CSIP and SPS Strategic Plan

Part of the purpose of the CSIP is to help our school identify goals and strategies that will contribute to and support the district's overall goals and strategies found within the district's strategic plan *Excellence for All*. The focus areas we've selected in our CSIP support one or more of the strategies in the district's strategic plan, as described below.

Building an Infrastructure that Works Well Developing our instructional core with targeted resource allocation.

Engaging Stakeholders Encouraging parent involvement in all elements of our school community's work.

Ensuring Excellence in Every Classroom Supporting the knowledge and skills of our classroom teachers focusing our instructional resources toward shared practice. Supporting instructional excellence with creative and complex Expedition content that engages every student.

Improving our Systems Utilizing research-based practice and instructional materials. Providing common planning time for instructional collaboration.

Strengthening Leaders System-wide Supporting our teaching community with professional development and collaborative planning,