

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Daniel Bagley Elementary School

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September 23, 2008



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### Revision History

Revision Number	Date	Comments
1	9-22-08	First draft
2	10-01-08	Third draft-after feedback from Evercita Eugenio, Joan Dore and BLT
3	10.28.08	Edits by Office of School Improvement
4	12/08	Revised by CSIP presentation committee
5	12/11/2008	C-SIP Peer Reviews
6	1/6/2009	Edits by Office of School Improvement

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

## SECTION 1: OVERVIEW

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

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

#### **DANIEL BAGELY SCHOOL MISSION STATEMENT:**

**Daniel Bagley School is committed to building a collaborative school community focused on every child reaching his or her fullest potential academically, socially and emotionally. We believe that high quality instruction, positive relationships with children and a dedication to values that embrace inclusion will best prepare children for middle school.**

### What have we learned from our data?

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

	Insight	How is this insight addressed in our C-SIP?
1	<p>Reading: Based on our 2008 WASL scores, our 3<sup>rd</sup> and 5<sup>th</sup> grade students scored in the 90% while in the 4<sup>th</sup> grade we remained in the low 80%. 4 of our 4<sup>th</sup> grade students scored a L2 in reading, and 2 of our students scored a L1. Overall our 4<sup>th</sup> grade reading scores (from 2007-2008) did not make any percentage gains.</p>	<ul style="list-style-type: none"> <li>• We have set a S.M.A.R.T. goal to increase the percentage of students meeting Reading Standard in the 4<sup>th</sup> grade from 81% to 85 (+)% as measured by the WASL. This includes sustaining the number of students meeting or exceeding standard on the reading WASL. The 4<sup>th</sup> grade students receiving a L2 (6) will move to a L3 and we will move the L1 students (1) to a L2.</li> <li>• In order to meet this goal, all 1<sup>st</sup> grade students not at standard in reading (07/08) will have a LAP plan and meet 2-3X weekly with our Reading teacher/specialist. In addition, students K-3 will have a baseline assessment (and DRA) in September in order to identify where students are with reading (fluency, phonemic awareness, letter identification, comprehension). Students not at standard will be given additional support from both the classroom teacher, K/1 Tutors and the Reading Teacher. Students at Standard or exceeding Standard will be identified and given Just Right Books in order to keep them progressing and exceeding.</li> <li>• Students in grades 2/3 will have baseline assessments as well as progress monitoring throughout the year (Dibels and DRA).</li> <li>• All 5<sup>th</sup> grade students not meeting standard in reading (2007/08) will have a Student Learning Plan that specifically addresses reading.</li> <li>• We have implemented specific strategies and monitoring to address the gender gap in the</li> </ul>

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		<p>achievement of male students in writing including the use of reading strategies that focus on non-fiction, specifically working with “National Geographic for Kids” and “Time for Kids” (research by Columbia Teachers Writers Workshop Program indicates that focusing instruction on the reading and writing of non-fiction work increases students’, particularly male students’, ability to improve in reading and writing) and use of the Stephanie Harvey Comprehension Toolkit.</p>
2	<p>Math: Based on our 2008 WASL scores, our 4<sup>th</sup> grade Math scores dropped significantly from the previous year—from a 78% in 07 to a 51% in 08 (same cohort). A significant % of our 4<sup>th</sup> grade students (26.2%) received a L1. Our students struggled with “Mathematical Content” and how to “Communicate Understanding.”</p>	<ul style="list-style-type: none"> <li>• We have set a S.M.A.R.T. goal to increase our 4<sup>th</sup> grade mathematics % from 52.4% to 62% by moving our students who have scores of 390 or above to L3’s (4 students) and by moving L1 and L2 students to a L2 or L3 by the end of the 2009 school year.</li> <li>• In order to meet this goal we will give each student both the EDM first unit assessment and the district baseline assessment in order to plan instruction. In our Data Teams we have disaggregated all of our student scores and are in the process of creating intentional, specific Student Learning Plans for each student who did not pass the math WASL in 4<sup>th</sup> and 5<sup>th</sup> grade. These plans include a focus on “Mathematical Content” and “How to Communicate Understanding” in mathematics.</li> <li>• In addition, resources from our I-728 money will enable Daniel Bagley to have an after school program “Math Club” (or project EXCEL) that is for 3 and 4<sup>th</sup> grade students who have not met standard.</li> </ul>
3	<p>Writing: A significant number of our 4<sup>th</sup> grade students do not pass the Writing portion of the WASL. Performance has varied greatly from year to year (75.5, 66.0, 57.1). Out of the 17 students who did not pass the Writing WASL, 12 of them were males.</p>	<ul style="list-style-type: none"> <li>• We have set a S.M.A.R.T. goal to increase the number of students meeting standard in writing in 4<sup>th</sup> grade to 70% or better (from 57.1%) as measured by the 2009 writing WASL.</li> <li>• In order to meet this goal we have implemented the CTC Writing Workshop model across grades K-5.</li> <li>• We will also be using the expertise of a district-appointed writing coach, Jesse Harrison</li> <li>• In addition we will implement the use of a common rubric for commenting on and assessing writing.</li> <li>• Throughout the Writers Workshop lessons we will pay close attention to male students and ensure engagement with ideas and content. This will happen in small group instruction and when conferring with students about their writing.</li> </ul>

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## SECTION 1: OVERVIEW

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

### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Elementary Reading</b>	At Daniel Bagley we believe that all 3 <sup>rd</sup> grade students should be at or above Standard in reading and be capable of decoding, comprehending and analyzing both fiction and non-fiction text. Although we have a strong successful trend with our data, not ALL of our students are performing at grade level and it is our goal that all students become proficient readers.	Hold steady or increase the percentage of 3 <sup>rd</sup> and 5 <sup>th</sup> grade students meeting/exceeding reading standard as measured by the WASL. Increase the percentage of 4 <sup>th</sup> grade students meeting standard on the WASL to 90% (from 81%). This includes sustaining the number of students (3-5) meeting standard (124) and includes moving 10 L2 students to a L3 for the 2009 school WASL.
<b>Elementary Math</b>	Daniel Bagley math scores in the 4 <sup>th</sup> grade have fluctuated in the past three years and have not held steady or increased significantly. A focus on Mathematical Content and an increase on students' ability to communicate understanding clearly are imperative for student success on the WASL.	Increase the number of students in 4 <sup>th</sup> grade meeting standard in math to 62% (10% increase from 07/08) or above, including moving 5 students from a L1 to a L2, 4 students from a L2 to a L3 and 4 students from L3 to a L4 on the math 2009 WASL.
<b>Elementary Writing</b>	The writing scores in 4 <sup>th</sup> grade have fluctuated or remained flat over the past three years. A focus and examination of practice and patterns will need to be part of data teams and goal setting for teachers. The significant difference in scoring for boys and girls will also need to be examined and a plan will need to be put into place.	Increase the number of students meeting standard at 4 <sup>th</sup> grade in writing to 70% (from 57.1%) or better as measured by the 2009 WASL. Move 11 (out of 16) students from a L2 to a L3 on the Writing WASL. Increase the number of male students meeting standard on the 2009 Writing WASL by 10%.

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## SECTION 1: OVERVIEW

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### **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.*

**Reading:** By continuing our current elementary reading plan (we have 91% of our 3<sup>rd</sup> grade students at standard in reading), we will contribute to the SSD goal of having 88% of all 3<sup>rd</sup> graders meeting or succeeding standard in reading on the Reading WASL. By focusing on all students (K-5) who are not at Standard as measured by the DRA/WASL and serving those students by using small group and 1:1 instruction by our Reading Teacher, Classroom Teachers and K/1 Tutors, we will support the SSD plan to have all students be successful in reading.

**Math:** By increasing the number of students meeting standard in the 4<sup>th</sup> grade by at least 10%, the percentage of students meeting or exceeding standard on the math WASL grades 3-5 will be 62% or higher. This will help the district meet the goal of having all 7<sup>th</sup> graders ready for Algebra in 8<sup>th</sup> grade.

**Writing:** By meeting our writing goal (70% or more students meeting standard on the 2009 WASL), we will contribute to the district goal of having all 9<sup>th</sup> graders ready for high school.

### **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?*

All teachers will meet in a Professional Learning Community/Data Teams, twice a month, to review student work, assessment and to reflect on instruction. They will participate in lesson reflection and observation at other grade levels and subjects. Specifically, teachers will identify both students below standard (L1 and L2) and at or above (L3/L4 students) in an effort to provide high quality instruction that documents student growth.

They will focus on authentic engagement, best practices in checking for understanding, as well as using the lesson purpose and other structures to include all learning styles: visual, oral, tactile, linear sequential, global / holistic.

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## SECTION 1: OVERVIEW

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

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

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

## SECTION 1: OVERVIEW

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>• Our school's Building Leadership Team (BLT) includes the Principal, Reading teacher/ Head Teacher, 4/5 teacher, 1/2/3 teacher, Special Education Teacher, Health and Fitness Teacher, Head Secretary and two parents (1 Primary representative and 1 Intermediate representative).</li> <li>• Our BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and class-room based assessments, and input from staff.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; 2 parents serve on BLT.</li> <li>• Our C-SIP was presented at PTA meeting (10/7/08), Principal's Coffee (10/3/08), staff meeting-Sept &amp; Oct, BLT (9/11/08 &amp; 10/9/08) and their input will be included in our ongoing C-SIP refinement.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: OVERVIEW

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### School Improvement Review, *continued*

Topic	Description
(Title I Schools) How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year. **Adequate Yearly Progress (AYP) on the Washington Assessment of**

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

## SECTION 1: OVERVIEW

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### **Student Learning (WASL)**

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

### **Title I status**

This school receives Title I funds.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Reading

**Lead Responsibility:** Kimberly Kinzer, Principal, Kerri Johnson, Reading Teacher, Jesse Harrison, Literacy Specialist

**S.M.A.R.T. Goal:** Increase/sustain the percentage of 3, 4, & 5<sup>th</sup> grade students meeting/exceeding reading standard. Increase the % of 4<sup>th</sup> grade students passing the WASL to 90% (from 81%). This includes sustaining the number of current 3, 4, 5<sup>th</sup> grade students at standard (124) and includes moving 10 L2 students to a L3 for the 2009 WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide Balanced Literacy Instruction in all K-5 classrooms	<ul style="list-style-type: none"> <li>All students</li> </ul>	year-round	Kerri Johnson, Jesse Harrison	All K-5 classrooms will implement a Balanced Literacy program with a focus on Guided Reading, Independent Reading and Shared Reading as experienced/modeled during the August 2008 PD. Students will focus on skills instruction, schema, comprehension, sight words, word analysis and fluency.
Fluency Fridays	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	year round	Kerri Johnson/Classroom teachers, K. Kinzer	All students and ALL staff (including administrative, office and custodial staff) will participate in at least 2 Fluency Fridays per month. During this time (9:00-9:30 on Fridays),

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
				small group read alouds will occur throughout the school. Survey created for teachers in order to monitor progress/effectiveness of program (12/08).
Use of specific, targeted reading strategies in the content area	<ul style="list-style-type: none"> <li>• All K-5 students</li> </ul>	year round	Kerri Johnson, Jesse Harrison	Based on assessment results, specific targeted skills will be selected and taught uniformly in K-3 grade curriculum, with related monitoring and adjusting for student progress and learning.
Tutoring & Differentiated Instruction	<ul style="list-style-type: none"> <li>• All K-1 students</li> </ul>	year round	Kerri Johnson, Tutors	Based on further assessment, students not reading at standard will be given specific differentiation in classroom instruction and one-on-one tutoring when applicable and available. Teachers/Reading Teacher will work with students struggling to make progress while Tutors will work with students at Standard.
Assessment/Progress Monitoring	All K-3 students	year round	<u>Kerri Johnson/classroom teacher</u>	Assessment will be given Fall and Spring (DRA) as well as every 4-5 weeks with the DIBELS and classroom observations. Results will be used to guide instruction.
Identify below standard students in effort to provide individualized instruction	1 <sup>st</sup> grade students	Year round	<u>K.Kinzer/K. Johnson</u>	LAP Program targeted for students below grade level in reading.

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 2: MAJOR FOCUS AREAS**

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Strategy	Target Students	Timing	Lead	Description
Provide supplemental resources to classrooms & Book Clubs	4/5 grades	Year round	Kinzer/librarian	Purchase and distribute National Geographic for Kids to all 4/5 classroom with the purpose being to focus on non-fiction reading and reading strategies. Book Clubs: Students will meet in literature circle groups to analyze/discuss fictional text and strategies for monitoring comprehension (Stephanie Harvey).

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA Testing	All K-3 students and 4 <sup>th</sup> grade students below standard- Fall/Spring	Classroom teachers/Kerri Johnson	This assessment provides data on student performance levels, reflects progress over time and provides information needed to design classroom reading instruction, support and enrichment
Classroom based assessments	All K-5 students- bimonthly	Classroom teachers/KJ	Teachers will meet weekly in teams and bi monthly in PLC/Data Teams to examine student work, monitor growth, and adjust strategies
DIBELS	Students who did not perform at standard in reading in fall 08	Reading Teacher/KJ	Teachers will meet weekly in teams and bi monthly in PLC to examine student work, monitor growth, and adjust strategies
WASL	Grades 3-5	KK/Classroom Teachers/Head Teacher- KJ	The WASL provides the district, school admin, teachers and families with individual assessment data as well as school wide improvement trends.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
PLC groups/Data Teams	All teachers	bi monthly, year round	Teachers will meet bi monthly in PLC/Data Teams to examine student work, monitor growth, and adjust strategies.
Early release targeted P.D.	All teachers	monthly	Using both direct instruction models and small group reflection, teachers will evaluate the implementation of specific strategies with regards to student progress.
August Professional Development in Balanced Literacy	All Teachers/staff	August 2008, follow up 3x year	Dan Coles, SSD Literacy Director, gave a presentation on Balanced Literacy K-5 with specific strategies on how to implement measure and monitor a B. L. program. Follow up PD by Jesse Harrison (Literacy Coach) & Kerri Johnson, Reading Teacher.

### 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>
Progress Reports/Narratives	<ul style="list-style-type: none"> <li>• All families</li> </ul>	Trimester and year round	Classroom Teachers	Daniel Bagley provides, clear, specific narratives to families 3x per year regarding student

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### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
				progress.
Parent Teacher conference	<ul style="list-style-type: none"> <li>All families</li> </ul>	November, yearly	Classroom Teachers	Teachers will meet with parents/families to review student progress and learning—our goal is 100% participation (last year it was 95%).
Learning Assistance Plan/Student Learning Plan	<ul style="list-style-type: none"> <li>All students not meeting standard in reading</li> </ul>	twice yearly	Classroom Teachers/Reading Teacher	Parents/Family will meet with classroom teacher/reading teacher to discuss LAP. teacher, student and family will meet to review specific Student Learning Plan to address needed student progress in order to meet grade standard in reading.
Curriculum Night & Open House  Balanced Literacy Training-Parent volunteers/K-1 Tutors & Classroom Aides	<ul style="list-style-type: none"> <li>All Families</li> <li>All adults working in Daniel Bagley classrooms</li> </ul>	2x per year  1x per year-Fall	All Staff  Kerri Johnson/K. Kinzer	<p>Explanation of best practice curriculum and strategies used for year &amp; viewing of student work</p> <p>A day time professional development session on Balanced Literacy will be provided for staff (hourly tutors and classroom aides) who help students with reading. An evening PD session will be held for adults who wish to volunteer in the DB classrooms.</p>

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Elementary Math

**Lead Responsibility:** Kimberly Kinzer, Brad Bauer, Math Leader

**S.M.A.R.T. Goal:** Increase the number of students in 4<sup>th</sup> grade meeting standard in math by 10% to 62% or above, including moving 5 students from a L1 to a L2, 4 students from a L2 to a L3 and 4 students from L3 to a L4 on the math WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Target Skill development	<ul style="list-style-type: none"> <li>Level 2 students who did not pass the math WASL (4<sup>th</sup> grade)</li> </ul>	year round	Brad Bauer/KK	Based on CBA's, observations, WASL data and learning styles, students will receive both specific skill development and test-taking strategies to further develop their math understanding (mathematical content and communicate understanding) from their math teacher.
After school tutoring / math club	<ul style="list-style-type: none"> <li>Level 2 students who did not pass the math WASL (4<sup>th</sup> grade)</li> </ul>	October-May	TBD	Students will be identified who might benefit from more intense tutoring and additional time on math skills development.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Analysis of student work, instructional practice and assessment data for the purpose of impacting and directing mathematical instruction	<ul style="list-style-type: none"> <li>All 3-4-5 students</li> </ul>	year round	Classroom Teachers/BB	Data Teams/PLC: Regular analysis of student work, end of Unit (EDM) assessments for the purpose of impacting and directing mathematical instruction.

#### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom based assessments	All 3-4-5 students	Kerri Johnson/KK/BB	Teachers will meet weekly in teams and bi monthly in PLC to examine student work, monitor growth, and adjust strategies.
District Assessments	All students- Fall, Middle, and Spring	Kerri Johnson/KK/BB	Teachers will meet weekly in teams and bi monthly in PLC to examine student work, monitor growth, and adjust strategies.
EDM Unit Previews/End of Unit Tests	All students	Classroom Teachers	Teachers will use the EDM Unit assessment to identify specific skills students need instruction in and will develop instructional plans based on classroom data.
WASL	Grades 3-4-5	KK/KJ	The WASL provides the district, school admin, teachers and families with individual assessment data as well as school wide improvement trends.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District Math Training	all teachers	quarterly	Teachers will participate in district math training to implement EDM curriculum-Team Lead, BB will provide training with OV Team Lead.
PLC groups/Data Teams	all teachers	bi monthly, year round	Teachers will meet bi monthly in PLC to examine student work, monitor growth, and adjust strategies.
Early release targeted P.D.	all teachers	monthly	Using both direct instruction models and small group reflection, teachers will evaluate the implementation of specific strategies with regards to student progress.
District Math Coach guidance	4/5 <sup>th</sup> grade teachers	3x yearly	Jane Oesterman, District Math coach, will meet with 4/5 teachers to discuss teaching EDM multiage mathematics and help teachers do planning.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Progress Reports/Narratives	<ul style="list-style-type: none"> <li>• all families</li> </ul>	3 times yearly formal and as needed, informal	Classroom Teachers	Daniel Bagley provides, clear, specific narratives to families 3x per year regarding student progress
Parent Teacher conference	<ul style="list-style-type: none"> <li>• all families</li> </ul>	November, yearly	Classroom Teachers	Teachers will meet with parents and student in a student lead conference to review student progress and learning
Student Learning Plan	<ul style="list-style-type: none"> <li>• all students not meeting standard in math</li> </ul>	twice yearly	KK/Classroom Teachers	Parents and student will meet to review specific Student Learning Plan to address needed student progress in order to meet grade standard in mathematics.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Writing

**Lead Responsibility:**

Kimberly Kinzer, Principal, Head Teacher/Literacy Teacher, Kerri Johnson and Jesse Harrison, Writers Workshop Coach

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

Increase the number of students meeting standard at 4<sup>th</sup> grade in writing from 57.1% to 70% or better as measured by the 2009 WASL. Move 11 students from a L2 to a L3 on the Writing WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Launch Writers Workshop in September 2008	<ul style="list-style-type: none"> <li>All students, K-5</li> <li>Students with a score of L8 or below on WASL (16 students)</li> </ul>	year round	Jesse Harrison/classroom teachers	Data from other CTC WWorkshop schools show that strategies used during WW help to improve student writing. Students will receive specific skill development with all Units of Study.
Team Teaching, Lesson Design Planning and Observation with Writers Workshop Coach	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	year round	Jesse Harrison/classroom teachers	Classroom teachers will plan in grade level bands with Writers Workshop Coach in order to map out the WW curriculum each quarter. WW coach will assist teachers in planning and teaching curriculum as well as model lessons for teachers.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Common use of writing rubric associated with CTC model	<ul style="list-style-type: none"> <li>• All K-5 students</li> </ul>	year round	Jesse Harrison/classroom teachers	Teachers will create and implement use of common writing rubric to better facilitate student performance as well as facilitate better teacher reflection and collaboration.
In 4/5 GLB, identify all students not meeting standard in writing and determine specific areas of growth-write SLP	<ul style="list-style-type: none"> <li>• 16 5<sup>th</sup> grade students</li> <li>• Use Fall Writing assessment to determine 4<sup>th</sup> grade students needs</li> </ul>	year round	4/5 Team, KKinzer, Jesse Harrison	Use PLC/Data Team/GLB to look specifically at each student's area for growth with writing. Focus specifically on content/organization/style (areas needed based on WASL data).

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

### SECTION 2: MAJOR FOCUS AREAS

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#### 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?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Classroom based assessments	K-5 students, 5 X yearly	Jesse Harrison/classroom teachers	Teachers will meet weekly in teams and bi monthly in PLC to examine student work, monitor growth, and adjust strategies.
Writing notebooks, on demand writing student conferences.	K-5 students, 5 X yearly	Jesse Harrison/classroom teachers	Teachers will meet weekly in teams and bi monthly in PLC to examine student work, monitor growth, and adjust strategies.
Publishing Calendar/Celebrations	K-5 students, after each Unit of Study	Jesse Harrison/classroom teachers	As part of increased collaboration and continuity, all teachers will follow the CTC calendar for celebrations/publishing work.
Target population monitoring	Male students	Classroom teachers	Teachers will monitor, in addition to all students, specific groups of students traditionally under-performing in writing—males at Daniel Bagley School and reflect on student work and progress to adjust instruction.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

<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 CTC training	all K-5 teachers	Quarterly-all day	Teachers will participate in district CTC writing workshop training to better implement the writing workshop model and curriculum.
PLC groups/Data Teams/GLB's	all K-5 teachers	Bi monthly, year round-1-3 hours	Teachers will meet bi monthly in PLC to examine student work, monitor growth, and adjust strategies.
Early release targeted P.D.	all K-5 teachers	Monthly-1-3 hours	Using both direct instruction models and small group reflection, teachers will evaluate the implementation of specific strategies with regards to student progress.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Progress Reports/Narrative Reports	<ul style="list-style-type: none"> <li>all K-5 families</li> </ul>	quarterly and year round	KK & Teachers	Progress reports will be made available to families quarterly so that families may track their students' progress.
Parent Teacher conference	<ul style="list-style-type: none"> <li>all K-5 families</li> </ul>	November, yearly	KK & Teachers	Teachers will meet with parents and student in student conferences to review student progress and learning.
Student Learning Plan	<ul style="list-style-type: none"> <li>all students not meeting standard in writing-4<sup>th</sup> grade</li> </ul>	twice yearly	4/5 teachers, Head Teacher and KK	Parents and student will meet to review specific Student Learning Plan to address needed student progress in order to meet grade standard in writing.
Writers Workshop Night/Poetry Night	<ul style="list-style-type: none"> <li>all K-5 families</li> </ul>	1x per year	KK/Jesse Harrison/Kerri Johnson	Evening to celebrate student success with writing.
Spoken Word Artist in Residence	<ul style="list-style-type: none"> <li>All K-5 students</li> </ul>	2 <sup>nd</sup> Semester	KK/Jesse Harrison/Richard Swann	Host visiting local authors to DB community to celebrate writing, poetry and spoken word.

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

## SECTION 3: OTHER AREAS OF FOCUS

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### Other Areas of Focus

*In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Inclusion	Increase communication and collaboration between special educators, general educators, families and specialists Continue to monitor and improve Inclusion Program based on Best Practices.	Provide PD 3x per year for staff regarding Autism Inclusion/Inclusion. Provide time and instruction for teachers to implement specific IEP goals into daily lessons for students, provide PD for families at least 1x per year about children with special needs and what inclusion means. Build on strengths from previous year regarding inclusion, video modeling and social skills for all students.
Positive Citizenship/Discipline, Climate Committee Virtues	Continue to serve the “whole child” at DB—ensuring every child’s worth and dignity is respected. Teach children to take responsibility and how to be strong leaders within their school community. Explicitly teach children about virtues such as respect, responsibility, empathy, etc.	PD at the beginning of the year regarding “Catch them being good” philosophy and positive referrals. Investigate “Positive Discipline” curriculum used by the district and bring to the school. Teach Second Step and Steps to Respect to children. Train Recess Monitors (students and staff) on 3 DB guidelines (Respect, Responsibility and Safety). Use MMM as venue for teaching about citizenship. Continue to build 5 <sup>th</sup> grade Leadership Teams with “Bridge to MS” and leadership opportunities throughout the school year.
Health and Fitness	All children will understand what “healthy body” means and understand the importance of physical fitness.	Continued teaching in Health and Fitness regarding components of healthy living. School wide Jog-A-Thon, Walk to School (Walking School Bus), Ride Bike to School. Emphasis on goal setting (Ready Set Goals program run by Health and Fitness Teacher, Chuck Millsap) and a healthy life.
Art-visual and vocal	Understanding that a complete education includes exposure to the arts, DB will provide instruction in visual art and vocal music. Instruction will be given by both the classroom teacher and visiting artist.	DB will provide visual art to students 3x per week 1 semester and 2x per week the other semester. Students will also enjoy vocal music 1x per week for the first semester and enjoy “Spoken Word” Artist in Residence for the second semester. We also provide after school activities for all kids (we provide

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

### SECTION 3: OTHER AREAS OF FOCUS

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Other Area of Focus	Goal(s)	Key Strategies
		scholarships) with a focus on arts enrichment.

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

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

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#### 2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	Balanced Literacy in every classroom, K-2 Leveled books in all K-2 classrooms	NA	Yes	District 08	
Reading	Literacy Specialist-Work with all K-5 teachers to implement research based best practices in reading	.5 Reading Teacher exchange for counselor	Yes	Baseline budget	
Writing	Implementation of CTC writing curriculum and model	6,500-10,000	Yes	PTA and Bagley Budget	
Reading	Reduce student to teacher ratio for reading instruction—specifically small group guided reading instruction	NA (This is a community youth service, not a cost to school or district)	NA	Invest in Youth	
Math	Identify L2 (or below) in order to provide Math Tutoring with Invest in Youth		Yes		
Reading	Write specific LAP plans and serve students in 1 <sup>st</sup> grade not at grade level in reading in order to progress them to grade level by the end of the year	.1 LAP Teacher, 8,243.00	Yes	LAP budget	

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 4: 2008-10 KEY BUDGET INFORMATION**

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<b>Major Focus Area</b>	<b>Strategy</b>	<b>2008-09 Budget</b>	<b>Funds Secured? (Y/N)</b>	<b>Funding Source</b>	<b>Impact to Other Programs, if any</b>
Math	Identify L2 (or below) in order to provide "Math Club" for students before or after school-adopt Project Excel or other	11, 127.00	Yes	I-728	

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

## SECTION 5: SCHOOL PARTNERSHIPS

### School Partnerships

*How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.*

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Daniel Bagley PTA	PTA funds areas in our C-SIP in order to help us to meet our goals each and every school year	1-2x yearly	33,000+	Parents, guardians of school	Each Year
Boys and Girls Club	DB and The Boys and Girls Club are part of the Community Alignment Project that began in 2000. The goal of the project is to link schools and out of school time providers to strengthen academic success for every child. Working together as a team we are able to better serve the needs of each child and family who come to DB.	Daily	NA	NA	Yearly Renewed
Bethany Church	The community across the street, Bethany Church, and DB are partners in ensuring a safe neighborhood environment for all students and families. Bethany has assisted DB in building a school/church (they use it on the weekends) parking lot and also contributed to helping us build our front Plaza. Bethany Church assists DB each year with our Holiday Giving Circle and our Back to School Back Packs for children of need. They have also assisted with miscellaneous building projects and assistance when we need it.	5-8 times per year (roughly)	NA	NA	4 years