

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Gatewood Elementary

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09/29/08



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Revision History

Revision Number	Date	Comments
1	10/29/08	Edits by Office of School Improvement
2	12/02/08	C-SIP Peer Reviews
3	12/08/08	Updated after peer review
4	01/08/09	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

Our vision for to help children become independent learners. Children learn best when learning is relevant to their lives, therefore we use a constructivist, problem- based approach to delivering curriculum, instruction and assessment. We believe that every child is a member of our learning community and use an inclusion model for our special education students.

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	Based on our 2008 WASL results, mathematics scores dropped 22% and 16 % respectively at the fourth and fifth grade levels compared with our 2007 scores.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal: Fourth grade: 100% of our students who scored level 1 on the 2008 mathematics WASL will score at level 2 or 3 on the 2009 WASL and at least 40 % of our students who scored Level 2 will score at least a Level 3 on the 2009 WASL. Fifth grade: 50 % of our 5th graders who scored at Level 1 on the 2008 mathematics WASL will score at Level 2 or 3 on the 2009 WASL and at least 90 % of our students who scored Level 2 will score at least a Level 3 on the 2009 WASL. In order to obtain this goal, students who are below standard will receive additional small group instruction as well as a double dose of small group instruction in the areas of concern. Additionally we will align the EDM curriculum with the Washington Learning Standards to ensure that students are proficient in the state targeted skills.
2	Based on our 2008 WASL results, writing scores dropped 11% from our 2007 results.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase all K – 5 students writing scores by at least one level on the Columbia College Writing Continuum and have at least 60 % of our students at standard on the 2009 WASL writing assessment. In order to obtain this goal we will implement the Writers Workshop K- 5 and will confer with individual students on a weekly basis. Additionally, we will ask students to perform an on-demand writing piece at the end of each unit of study and will assess the students work using the information to guide instruction and help each student move across the writing continuum.

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

SECTION 1: OVERVIEW

3	<p>Based on our 2008 WASL results, reading dropped from 11% and 14 % respectively at the fourth and fifth grade levels compared with our 2007 scores.</p>	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal: Third grade: 80% of our 3rd grade students who were reading below grade level in the spring of 2008 as assessed by the DRA, will score at level 3 or higher on the 2009 WASL in reading. Fourth/Fifth grade: 80 % of our 4th and 5th graders who scored at Level 2 on the 2008 reading WASL, will score at Level 3 or higher on the 2009 reading WASL. • In order to obtain this goal, teachers will utilize a balanced literacy approach. We will work with small guided groups and keep running records to continually monitor progress and inform instruction in fluency as well as comprehension skills.
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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.

2008-10 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
Mathematics	District Focus, Our fourth grade group and special education subgroup did not make AYP in mathematics in Spring 08.	<p>Fourth grade: 100% of our students who scored level 1 on the 2008 mathematics WASL, will score at level 2 or 3 on the 2009 WASL and at least 40 % of our students who scored Level 2 will score at least a Level 3 on the 2009 WASL.</p> <p>Fifth grade: 50 % of our 5th graders who scored at Level 1 on the 2008 mathematics WASL, will score at Level 2 or 3 on the 2009 WASL and at least 90 % of our students who scored Level 2 will score at least a Level 3 on the 2009 WASL.</p>
Writing	Our writing scores are below the state and district average and this is our first year to implement Writers Workshop K- 5.	Increase all K – 5 students writing scores by at least one level on the Columbia College Writing Continuum and have at least 60 % of our students at standard on the 2009 WASL writing assessment.
Reading	Many of our students are very close to meeting reading standards at Level 2, but have not yet mastered the reading WASL. Our special education and low income students did not make AYP in reading in Spring 08.	<p>Third grade: 80% of our 3rd grade students who were reading below grade level in the spring of 2008 as assessed by the DRA, will score at level 3 or higher on the 2009 WASL in reading.</p> <p>Fourth/Fifth grade: 80 % of our 4th and 5th graders who scored at Level 2 on the 2008 reading WASL, will score at Level 3 or higher on the 2009 reading WASL.</p>

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

SECTION 1: OVERVIEW

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.

Our reading goal supports Seattle Public Schools strategic plan "Excellence for All" to have 88% of our third grade students meeting or exceeding standard in the area of reading over the next five years.

Our mathematics goal supports "Excellence for All" to have 80% of 7th grade students meeting or exceeding standard in the area of mathematics over the next five years.

Additionally, our plan supports the Excellence for All strategic plan of engaging stakeholders by increasing and improving family engagement.

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?

We participate in Flight 2 and are fully engaged in Family Visits, Professional Learning Communities and aligning curriculum K- 12.

Our professional development focus for the year is increasing rigor in our classrooms.

Additionally, our professional development will be focused on research based high leverage teaching strategies.

We are implementing Writers Workshop K-5 and have been trained by the Columbia University Teacher's College.

We will continue PLC work with the focus on using on-going formative data in writing and mathematics to guide our instruction and meet our students' academic needs.

We employ a systematic implementation and fidelity to the Everyday Mathematics program including the use of preview data to guide instruction in each unit.

Our Family Engagement Plan includes family visits, engaging families in meaningful learning activities as well as to provide families with relevant ways they can work with their children at home.

The strategy of literacy and math instruction in small guided groups is used across all grade levels.

The strategy of additional small group instruction is used for all targeted students not yet meeting standard in reading and mathematics.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our School's Building Leadership Team (BLT) includes 3 classroom teachers, 1 special education teacher and 1 administrative intern and the principal and 1 classified representative. • Our BLT leads the ongoing process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT); one parent serves on BLT. • Our C-SIP was presented @ the PTA Meeting on November 17, 2008 and will be presented at our Literacy Night on December 4, 2008 as well as the goals will be posted in our December newsletter and their input will be included in our ongoing C-SIP refinement.
	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
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

<i>Topic</i>	<i>Description</i>
<i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?	N/A
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"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

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

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

SECTION 1: OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Reading (low-income and special education students) and in Math (special education and all students). So, we are not identified as a "School in Improvement."

Title I status

This school does not receive Title I funds.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Mathematics

Lead Responsibility: Principal, Math coach

S.M.A.R.T. Goal:
Fourth grade: 100% of our 4th grade students who scored level 1 on the 2008 mathematics WASL, will score at level 2 or 3 on the 2009 WASL and at least 40 % of our students who scored Level 2 will score at least a Level 3 on the 2009 WASL.
Fifth grade: 50 % of our 5th grade students who scored at Level 1 on the 2008 mathematics WASL, will score at Level 2 or 3 on the 2009 WASL and at least 90 % of our students who scored Level 2 will score at least a Level 3 on 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>
Implement Balanced Mathematics Instruction	<ul style="list-style-type: none"> All students 	Daily 60 minute blocks September 08- June 09	Classroom teachers	Implementation of Everyday Mathematics with an additional focus on fluency of math facts and problem solving. Students will be taught in small guided groups as needed.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of data via bi-weekly Data Teams to increase student achievement	<ul style="list-style-type: none"> All students with an emphasis of all students achieving at standard 	Bi-weekly September 08- June 09	Principal, math coach, classroom teachers	Grade level teams will meet 1 time every 2 weeks to analyze math data, set instructional goals, plan lessons, adjust instruction, develop formative assessment plan and identify students for small group instruction and double doses of small group mathematics instruction.
Employ intentional small group instruction and intervention	<ul style="list-style-type: none"> Any student that is not on track to meet learning targets in each unit. 	Daily during 60 minute math block September 08 – June 09	Classroom teachers	Based on formative assessments, students will receive small group instruction to ensure they are mastery the Washington State Learning Standards in mathematics. This instruction may be within the mathematics block or as a double dose of mathematics instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Fall Baseline, Mid-year, and End of Year Assessments from Everyday Mathematics Curriculum	Three times a year for 1- 5 grade students	Classroom teachers, math coach	This data will give us initial information about students that need additional instruction as well as concepts that will need additional instructional time for the whole class. The mid year data will help us ensure that all students are on pace to meet the end of year standard as well as help us identify students that need small group instruction and double doses of mathematics instruction. The final summative assessment will help us monitor progress across the year.
Everyday Math Previews and Unit Assessments	At the end of each unit All students K -5	Classroom teachers	The previews will be used to guide instruction for the unit for the whole group as well as to formulate small groups for particular Learning Standards. Additionally, the Unit assessments will help us monitor our progress towards end of year and WASL standards.
Problem solving rubrics	All students K -5	Classroom teachers, math coach	WASL released items will inform teachers how to modify classroom instruction to ensure success in the ability to clearly articulate the process behind problem solving.

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Formative assessments (RSA's, Exit tickets, Checklists)	At least one time weekly All students K -5	Classroom teachers	Intentional use of data via bi-weekly Data Teams to plan instruction and increase student achievement.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District Math Professional Development	All staff with Alki and Arbor Heights	Four times throughout the year	Teachers will meet 4 times annually with staff from Arbor Heights and Alki to collaborate, analyze student work, and obtain ideas from colleagues to improve mathematics instruction and systematic interventions.
Building led professional development	All staff	Two faculty meetings each month	Teachers will compare formative assessment data and adjust instruction based on student need. Additionally, teachers will exchange ideas of what is working and use data to monitor student progress.
Building led grade level planning and alignment including development of interventions	All staff	Grade level team meetings every other week with math coach.	Teachers will align Washington State Learning Targets with the EDM curriculum narrowing the focus of instruction. We will look at mathematics through the lense of increasing rigor in our classrooms and using questioning techniques to deepen students mathematic thinking and communicating skills.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Math letters and unit previews go home to families monthly	<ul style="list-style-type: none"> All families K – 5 	Monthly	Classroom Teachers	Teachers will clearly articulate in writing the Washington State Learning Targets for each unit prior to instruction.
March Math Madness	<ul style="list-style-type: none"> All families K - 5 	March	Family Engagement Action Team	Evening event designed to increase awareness of mathematical concepts taught at school and ideas for how parents can support and provide additional practice for children at home.
Everyday Mathematics and WASL Night	<ul style="list-style-type: none"> All families K - 5 	November	Principal, Instructional coaches	Evening event designed to increase awareness of the types of questions and the level of difficulty of the WASL test as well as articulate the vision of the Everyday Mathematics curriculum.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Writing

Lead Responsibility:

Principal, Literacy Coach

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

Increase all K – 5 students writing scores by at least one level on the Columbia College Writing Continuum and have at least 60 % of our students at standard on the 2009 WASL writing assessment.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement Writers Workshop K-5	<ul style="list-style-type: none"> • All students K - 5 	Daily, 60 minute block	Literacy coach, classroom teachers	Writers Workshop will be implemented throughout the building. Teachers will direct a mini lesson with one singular teaching point each day. The students will actively be engaged in writing for approximately 40 minutes of each block. During this time, teachers will conference with individual students and give them one additional teaching point that is relevant to his/her writing.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of data via bi-weekly Data Teams to increase student achievement	<ul style="list-style-type: none"> All students K -5 	Bi-weekly September 08- June 09	Principal, literacy coach, classroom teachers	Grade level teams will meet 1 time every 2 weeks to analyze student writing, set instructional goals, plan lessons, adjust instruction, and plan small group instruction.
On demand writing prompts given and scored at the end of each Unit of Study	<ul style="list-style-type: none"> All students K - 5 	End of each Unit (approximately once a month, grades 1- 5) Three times annually for K students	Literacy coach, classroom teachers	Students will be asked at the end of each unit to use everything they know about writing to write a finalized piece in that genre they have studied in one class period. Teachers will then use the writing pieces to monitor student progress and plan future lessons.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Teachers' conferring notes from student conferences	All students K- 5	Classroom teachers, regular monitoring of notes by literacy coach and principal	Classroom teachers will keep an assessment notebook with conferring notes to help inform instruction and develop each individual student as a writer.
Published writing at the end of each unit	All students K - 5	Classroom teachers	Teachers will continually assess students writing and monitor their skills as compared to the Washington State Standards and the Columbia University Teacher's College continuum to continually improve the quality of each student's writing.
On demand writing at the end of each Unit of Study	All students 1 – 5 (approximately monthly) K students three times annually	Classroom teachers	Teachers will assess each student's ability to complete the writing process in one writing period. This assessment will inform future instruction and provide student's with writing opportunities that are more similar to the WASL writing assessment.
Targeted small group instruction for specific strategies	All students K – 5 as needed	Classroom teachers	Teachers will use all of their assessment information to create small flexible groups of students needed targeted instruction in specific writing areas.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
We will partner with PathFinder and/or Madrona K-8 to implement lab sites based on the Teachers College Model between our schools.	All staff in variety of capacities. Will be organized by lead teachers, principal and literacy coach	At least three times throughout the year (February, March, April, May – scheduled with PathFinder)	We will work with PathFinder and/or Madrona to replicate the in-service provided by the Columbia Teacher's Colleges coaches at their site as well as at Gatewood later in the year. We will develop lab sites at both of our schools to deepen our understanding and implementation of the writers workshop model.
Building led staff meetings to have on-going support of the implementation of the Writers Workshop model.	All staff led by principal, literacy coach and BLT	Two faculty meetings each month throughout the year	Two staff meetings each month will be used to have a 30 minute brief "mini lesson" about improving our instruction in Writers Workshop prior to our data team work.
Intentional use of data via bi-monthly Data Teams to increase student achievement	All teachers	Two faculty meetings each month throughout the year	Grade level teams will meet 1 time every 2 weeks to analyze student writing, set instructional goals, plan lessons, adjust instruction, and plan small group instruction.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
2 Literacy Nights	<ul style="list-style-type: none"> All families K -5 	December/May	Andrea Smith, Literacy Night Committee	Literacy Night with take home suggestions for parents. And the school newspaper will be published and performed.
Publishing Parties	<ul style="list-style-type: none"> All families K - 5 	Monthly (at the end of each unit)	Classroom teachers	Families will be invited to school at the end of each unit to read and celebrate students' writing. They will be given the opportunity to compliment student's work and to understanding the goals of the unit, the writing process and their child as a writer.
Writing walls in the hallways outside of every classroom	<ul style="list-style-type: none"> All families K - 5 	Ongoing changed monthly after publishing party	Classroom teachers	After the celebration the work will be posted in the hallway for the community to enjoy. The goal of each unit will be posted beside the work. Families will be able to read the children's writing as well as to understand the goal of the writing unit.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Reading

Lead Responsibility:

Principal, Literacy Coach

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

Fourth grade: 80% of our 4th grade students who were reading below grade level in the spring of 2008 as assessed by the DRA, will score at level 3 or higher on the 2009 WASL in reading.
Fifth grade: 50 % of our 5th grade students who scored at Level 1 on the 2008 mathematics WASL, will score at Level 2 or 3 on the 2009 WASL and at least 90 % of our students who scored Level 2 will score at least a Level 3 on 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>
Implement Balanced Literacy instruction school-wide	<ul style="list-style-type: none"> All students K - 5 	Daily, 90 minute block	Classroom teachers	All classroom teachers will utilize the district implemented literacy model which encompasses: interactive read aloud, shared reading, guided reading, literature study, independent reading, conferring and word work.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Use of non-fiction reading materials and writing in response to reading	<ul style="list-style-type: none"> • Students in grades 3 - 5 	In units as part of the 90 minute reading block	Classroom teachers and literacy coach	Classroom teachers will implement the Stephanie Harvey strategies to engage students with the text during non-fiction reading. Teachers will model their thinking during reading and will show students how to use post-its to capture their reactions to reading as well as use them to articulate their written response to reading.
Use of data via bi-monthly Data Teams to increase student achievement at fourth and fifth grades	<ul style="list-style-type: none"> • All fourth and fifth grade students 	Two faculty meetings each month throughout the year	Classroom teachers and literacy coach	Grade level teams will meet 1 time every 2 weeks to analyze student reading, set instructional goals, plan lessons, adjust instruction, and plan small group instruction.
Additional small group instruction	<ul style="list-style-type: none"> • Students not at grade level K- 5 	On-going throughout the year changing groups as data supports	Classroom teachers	Teachers will create small guided groups based on student needs. Teachers will use data to form the groups to provide explicit skill instruction. Additionally, data will inform the student and teacher when the instructional goal is met.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Teacher records-ongoing running records, conferring notes	All K – 5 students with intentional focus and monitoring of students not achieving standard	All teachers	Classroom teachers will keep an assessment notebook with running records and conferring notes to help inform instruction, create small guided groups and develop reading skills.
Student entries in readers notebooks (response to reading)	3 -5 grade students	All 3- 5 teachers	Classroom teachers will monitor notebooks holding students accountable for reading, increasing their comprehension skills, and being able to articulate their response to reading in writing which will prepare students for the WASL.
DRA scores	All K – 5 students fall and spring. Students not at standard will receive an additional mid-year assessment at minimum	Classroom teachers	Teachers will use data to assess students’ reading progress. Additionally, this data will be used to create small guided groups.

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Building led study of Stephanie Harvey's Comprehension Toolkit	All K – 5 teachers	Staff meetings at least one time every other month	Literacy coach will lead staff meetings about how to implement Stephanie Harvey's strategies into the classroom. All teachers have the Comprehension Toolkit and will work to deepen understanding and use of her instructional strategies.
Building led study of Columbia Teacher College's Reading Workshop	All K – 5 teachers	Staff meetings at least one time every other month	Literacy coach will lead staff meetings about how to Columbia Teacher College's Reading Workshop curriculum. This is our first year to investigate the Reading Workshop and to familiarize ourselves with their work and curriculum calendar.

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
2 Literacy Nights – including suggested to increase reading skills and comprehension for families at home	<ul style="list-style-type: none"> All families K - 5 	December 08 May 09	Literacy coach, Literacy Team, classroom teachers	Literacy Night with take home suggestions for parents. Student writing will be published and read aloud.
Nightly reading at home (student reads to self or others and/or others read to student)	<ul style="list-style-type: none"> All families K - 5 	Ongoing throughout the year	Classroom teachers	We will have families fill out reading logs each week. Additionally, teachers will share strategies for families to use at home in newsletters and during our Literacy Nights.
Sight word practice until mastery at home	<ul style="list-style-type: none"> Families of students needing to master words K - 3 	Ongoing throughout the year	Classroom teachers	Teachers will send home a group of sight words for the children to practice at home. They will focus on the sight words in a sequential order until all words are mastered for each grade level.

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

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

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

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Accelerating learning for Special Education students	Gatewood is a full inclusion school and we implement specially designed instruction in a variety of way: the classroom teacher develops specially designed instruction within the general education setting, the resource teacher provides push in and pull out services. Additionally, we provide additional small guided group instruction for our special education students.	We are aligning our special education instruction with our general education instruction. Special education teachers are receiving the same training as classroom teachers as well as participating in data team work. Additionally, we are aligning our IEP goals with the language that is articulated in the Washington Grade Level expectations.
Science	We plan to implement the science kits with fidelity K – 5. Additionally, many staff members have taken the Science writing staff development and we will place emphasis on non-fiction writing. Additionally, instruction on scientific method will be a building-wide focus.	Teachers will attend the science writing staff development. Additionally our work with Stephanie Harvey’s non-fiction reading and writing will assist in our science implementation. We have a building-wide commitment to focus on the scientific method and ensure that students can articulate the process verbally as well as in writing.
Family Engagement	We have a Family Engagement Plan as part of the Flight 2 work. Our academic goals are in the areas of mathematics and writing with intentional strategies to involve families in the work and to develop the skill level for parents. Additionally, we have a goal to have 80 % of all students complete and return their mathematics homework and a goal for all families to volunteer at least 10 hours for Gatewood.	We are working to provide ways for parents to have meaningful experiences with their children around learning. We will be adding instructional components to our already successful family events as well as developing “take home” suggestions for ways parents can be engaged in learning at home. Additionally, we are focusing on providing more detailed communication about each unit of study prior to the unit of study and again show parents ways they can get involved at home.

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Mathematics/Writing	Reduce class size for second and third grade writing and mathematics instruction	Approx: \$35,000	Y	Baseline	
Mathematics/Writing/Reading	Hire a .5 support person who has dual certification to work with students that are below standard and/ or special education students	Approx: \$35,000	Y	Baseline	
Reading	Reduce class size for K/1 teams to concentrate on reading and to identify students that are below standard in reading and provide individualized intervention.	Approx: \$20,000	Y	LAP	
Reading	Classroom teachers will use the Stephanie Harvey Comprehension Toolkits (materials purchased with building funds)	Approx: \$2,000	Y	Baseline	
Writing	All classroom teachers will attend Writers Workshop training and use the Units of Study (purchased by building funds)	Approx: \$9,000	Y	Baseline	

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
PTA	PTA does various fundraising events to help us reduce class size. The by-laws of our PTA specify that at least 50% of all money raised will go to purchasing a classroom teacher.	Ongoing, monthly meetings and various fundraising activities	\$35,000	PTA fundraising	Have funded a teacher the last 5 years (2005- 2009)
Art Institute of Seattle	Brian Enriquez , who is the editor of our Gonzo, is on work study with the Art Institute of Seattle and they reimburse use for his work with children in developing our school newspaper	Ongoing. We create 3 newspapers each school year (Fall, Winter, Spring)	Approx \$12,000	Art Institute of Seattle	This is our second year of partnership
Chief Sealth High School	Science teachers from Chief Sealth high school will come to Gatewood and assist in our science instruction. They will come after their school day on a volunteer basis. This relationship was formed due to the relationships developed in our Flight 2 work.	Twice monthly	NA	NA	2008-09 school year
Kenney Home	We will include Kenney Home elders in our writing celebrations. Additionally, we will encourage them to write with our students	Approximately once a month. Several teams will participate.	NA	NA	2008-09