

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Bailey Gatzert

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September 29, 2008



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### Revision History

Revision Number	Date	Comments
Revision #1	10/29/08	Edits by Office of School Improvement
Revision #2	11/24/08	Edits by Office of School Improvement
Revision #3	12/02/08	C-SIP Peer Reviews
Revision #4	12/15/08	Edits by Office of School Improvement
Revision #5	December	
Revision #6	February	
Revision #7	June	

# 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.*

Bailey Gatzert staff works to capitalize on our students’ diversity to foster curiosity, academic achievement and active citizenship. Our theory of action is: When students engage in learning experiences that are relevant, inclusive of learning styles and rigorous, student achievement will increase and students will be internally motivated to learn.

### 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	Reading scores in 3 <sup>rd</sup> grade have maintained status quo for the past three years. 4 <sup>th</sup> grade scores went steadily up for 3 years, but took a sharp dive this year and 5 <sup>th</sup> grade scores have shown a gradual increase. Effective strategies used in 5 <sup>th</sup> grade need to be identified and replicated in grades 3 and 4.	Teachers will meet in grade level and cross grade level data teams to identify effective strategies that can be used in all three grades ( 3, 4, 5, ). Intentional teaching using modeling of instruction ( using high-leverage instructional strategies), individualized tutoring intervention, student self –assessment, and frequent progress monitoring to identify interventions that will be continued and those that will be discontinued ( based on student data).
2	Math scores in 3 <sup>rd</sup> and 4 <sup>th</sup> grade have remained status quo for the past three years. 5 <sup>th</sup> grade math scores have increased and demonstrated above district and state standards in three	Teachers will meet in grade level and cross grade level data teams to monitor the academic progress of students through the use of pre and post assessments. Students that did not meet standard will be provided a second and third dose of an intervention for specific math deficit skills. Student progress will be shared at whole school data share outs.

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

## SECTION 1: OVERVIEW

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Insight		How is this insight addressed in our C-SIP?
	of the five strands. There is a need for cross grade level conversations around strategies (inclusive integration of contents) that have proved to be effective at 5 <sup>th</sup> grade.	
3	Positive Discipline data demonstrates that there are 20% of students performing below grade level on the WASL and DRA data who lack the skills to be successful in a school setting	Administration, FSW, Counselor will meet to develop a year-long plan of support. This plan will be monitored for application of skills in the classroom. Student support will include: Participation in FSW focus families, Big Brother and Big Sister support, CLC after-school program, Tree House, and support from outside agencies (Sound Mental Health, Catholic Community Services, and Seattle University)

*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

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What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	<p>The 4<sup>th</sup> and 5<sup>th</sup> grade reading scores have demonstrated a small incremental gain over the past few year (with the exception of this year) while the 3<sup>rd</sup> grade scores have maintained status quo. An intentional focus on 3<sup>rd</sup> grade students is needed in order for continued academic growth in 4<sup>th</sup> and 5<sup>th</sup> grade students.</p>	<ul style="list-style-type: none"> <li>• The percentage of 3<sup>rd</sup> grade students scoring proficient or above on the Reading section of the WASL will be 71%</li> <li>• The percentage of 4<sup>th</sup> grade students scoring proficient or above on the Reading section of the WASL will increase from 44% to 72% as measured on the 2009 WASL to be administered in April 2009. This includes moving 7 Level 2 students to Level 3 on the WASL.</li> <li>• The percentage of 5<sup>th</sup> grade students scoring proficient or above on the Reading section of the WASL will increase from 32% to 71% as measured on the 2009 WASL to be administered in April 2009. This includes moving 20 Level 2 students to Level 3 on the WASL.</li> </ul>
Math	<p>The 3<sup>rd</sup> and 4<sup>th</sup> grade scores have demonstrated status quo over the past few years (with the exception of 5<sup>th</sup> grade that made a 21 point gain). There is a need for students that did not access the necessary math skills (Level 1 and Level 2) to be provided in support of additional math doses.</p>	<ul style="list-style-type: none"> <li>• Increase the percentage of student's proficient or above in Number Sense on 2009 WASL from 38% to 66% which translates to moving nine (9) Level 2 students to Level 3 for students in 4<sup>th</sup> grade.</li> </ul>
Discipline	<p>Positive Discipline data demonstrates that there are 20% of students performing below grade level on the WASL and DRA data who lack the skills to be successful in a school setting</p>	<ul style="list-style-type: none"> <li>• Increase the % of students that have the necessary skills to succeed in an educational setting (bus, recess, fieldtrip. This includes decreasing discipline referrals for 10% of the students that are in the focus family groups by June, 2009.</li> </ul>

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

## 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.*

Bailey Gatzert's reading focus supports the district goal of all students reading at grade level by third grade. The instructional strategies align with the High Leverage Strategies that are district-wide expectations. Teachers will meet in collaborative teams using the district data team model.

### **What are the school-wide strategies that cut across major focus areas?**

*Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?*

The use of explicit modeling ("gradual release" model) in teaching (I do (teacher models), We do (cooperative/collaborative work), You do (independent work))

# 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"> <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>• School Building Leadership Team (BLT) includes 1K/1 teacher, 1 2/3 teacher, 1 4/5 teacher, 1 specialist teacher, 1 classified staff, 1 school coach, school principal and school assistant principal.</li> <li>• Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff to implement the school C-SIP.</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; 1 parent serves on our BLT.</li> <li>• Our school data and C-SIP presented to our school community at curriculum night on October 9, 2008 and their input will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.</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.
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
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	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.

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

## SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (low-income, limited English, Black and all students) and in Math (low-income, limited English, Black and all students) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 1 for AYP.

### **Title I status**

This school receives Title I funds.

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

## SECTION 1: OVERVIEW

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### Title I School-Wide Program 10 Components

	Component	How school has addressed each Component
1	What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings every other week and in our Building Leadership Team (BLT) every Wednesday morning 7:-30-8:30 that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth in every major goal area in the month of October.
2	What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> <li>• We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups in the month of August.</li> <li>• We created a master schedule to maximize available student learning time especially in literacy and mathematics at the end of the 2007-2008 school year in preparation for this school year.</li> <li>• We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.</li> </ul>
3	Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
		Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
		<u>Correction plan.</u> Not applicable.
4	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> <li>• We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>
5	What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.

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

## SECTION 1: OVERVIEW

	Component	How school has addressed each Component
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school during Spring.</li> <li>• We assist students transitioning from Bailey Gatzert to middle school by:               <ul style="list-style-type: none"> <li>○ Classroom a site visit to Washington Middle School</li> <li>○ School counselor distributes the middle information flyer containing open house dates with students.</li> <li>○ School Counselor will take SPED students and students who need additional support to visit local middle schools.</li> <li>○ School counselor and teachers provide training for 5<sup>th</sup> grade students regarding middle school skills: locker use, transitioning to multiple classrooms and learning from multiple teachers.</li> </ul> </li> <li>• We assist families transitioning from Bailey Gatzert to middle school by:               <ul style="list-style-type: none"> <li>○ Middle School Open House – May 11<sup>th</sup> ( Q And A)</li> <li>○ Bilingual Instructional Assistants assist parents with registration forms for middle School</li> <li>○ SPED teachers provide families with information ( middle school program) at a riser meeting in February</li> </ul> </li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 Below.

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

## SECTION 2: FOCUS AREA

### FOCUS AREA #1: READING

**Lead Responsibility:**

Reading Leadership Team. Literacy Coach, Title teacher and Administration, Classroom Teachers

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

- The percentage of 3<sup>rd</sup> grade students scoring proficient or above on the Reading section of the WASL will be 71%
- The percentage of 4<sup>th</sup> grade students scoring proficient or above on the Reading section of the WASL will increase from 44% to 72% as measured on the 2009 WASL to be administered in April 2009. This includes moving 7 Level 2 students to Level 3 on the WASL.
- The percentage of 5<sup>th</sup> grade students scoring proficient or above on the Reading section of the WASL will increase from 34% to 61% as measured on the 2009 WASL to be administered in April 2009. This includes moving 12 Level 2 students to Level 3 on the WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Explicit Modeling of comprehension instruction (I Do, We Do, You Do)	<ul style="list-style-type: none"> <li>• All 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade Students</li> </ul>	School Year Daily 15-20 min	Classroom Teachers	Students will participate in focused lessons on comprehension using strategies from Stephanie Harvey's Comprehension Toolkit. Teachers will plan collaboratively and review student work in order to plan for small group instruction.

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

### SECTION 2: FOCUS AREA

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Strategy	Target Students	Timing	Lead	Description
Individualized Tutoring- After School to differentiated for Individual Needs	<ul style="list-style-type: none"> <li>Grades 3-5 Level 1 and 2 students</li> </ul>	School Year 2xweek/20-30 min- after school	Treehouse; CLC Staff- with Literacy Coach support	Participate in afterschool tutoring with tutors trained through Treehouse (a non-profit organization serving students with an open CPS file) and Community Learning Center (CLC).
Extra Instructional Support- During the School Day to reinforce student learning goals	<ul style="list-style-type: none"> <li>Grades 3-5 Level 1 and 2 students</li> </ul>	School Year 2xweek/20-30 min	Title I Teacher	Students who did not meet standard on the 2008 Reading WASL will receive 20-30 minutes of reading support which will focus on targeted area of need. (Phonics, phonemic awareness, vocabulary, fluency or comprehension)
Student Self-Assessment and Goal Setting to increase level of engagement and organization	<ul style="list-style-type: none"> <li>Grades 3-5 Level 2 students</li> </ul>	School Year Weekly Goal Setting; Bimonthly Self-Reflection	Grades 3-5 Classroom Teachers	Students assess own strengths and needs to determine their weekly goal, and develop a plan to achieve their goal. They evaluate themselves on their goals twice a month.
Poetry Analysis to increase fluency and understanding of text	<ul style="list-style-type: none"> <li>Grades 3-5 Students</li> </ul>	School Year 2x/week	Grades 3-5 Classroom Teachers	Students work with a variety of poetry such as short text. Through shared reading and analysis, students will increase reading fluency, ability to visualize, and inference making.
Read, Write, Talk Strategy applied to Non-Fiction Texts to scaffold comprehension of text	<ul style="list-style-type: none"> <li>Grades 3-5 Students</li> </ul>	School Year 1x/Week	Grades 3-5 Classroom Teachers	Our data reflects a weakness in comprehension of non-fiction materials at grade 3. Each classroom will use the weekly periodical, Time For Kids and Stephanie Harvey's strategy of Read, Write, Talk to scaffold comprehension.

Note: Please delete or add rows as necessary.

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

## SECTION 2: FOCUS AREA

### 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>
Use Teachers College Running Records to monitor fluency and comprehension	Level 2 Students; Every 4-6 Weeks	Literacy Coach; Title I Teachers	Student oral reading fluency and comprehension will improve. If not, then structured mini-lessons will be provided or interventions altered.
Use DRA data to assess students' reading skills and plan effective instruction	Fall and Winter- All Students Grades 3-5; Spring- Levels 1 and 2 Grades 3-5	Classroom Teachers	Students not meeting grade level expectations will receive additional support through increased time with qualified instructors.

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

### Professional Development

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

<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>	
Provide Comprehension Toolkit Training and Collaborative Planning	All 3-5 Teachers, ELL, and Title I	Initial training/planning- 1-hour in September; 4 1-hour follow-up sessions through October, plus coaching one-on-one	Teachers are going to look at the design of the lessons in the Comprehension Toolkit and plan for implementation in their rooms. At follow-up sessions, teachers will bring student work samples and discuss the learning. They will use the information from student work to assist in future planning.

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

### SECTION 2: FOCUS AREA

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PD Opportunity	Participants	Timing, Frequency & Duration	Description
Utilize Sound Partners Training	CLC Staff, Treehouse, IAs and Title I Teachers	Fall- 1 day; additional training as new tutors come on board	<i>Sound Partners</i> was developed specifically for use by non-teacher tutors, Through scripted phonics-based lessons and oral reading practice in decodable texts, students learn critical early reading skills. This program is appropriate for some of our most struggling students at this level.
Provide Comprehension Training	Bilingual IAs	Monthly through the school year	In order to help our struggling ELL students (Level 1s and Level 2s) and to communicate with parents about reading expectations, IAs will be trained in instruction of comprehension strategies.
Participate in Data Teams	3-5 <sup>th</sup> Grade Teachers	At least 3x/school year	Teachers will engage in reflection of teaching practice, student work, and achievement to determine progress toward SMART goal. This will inform instruction and deepen understanding of instructional practices.

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

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

## SECTION 2: FOCUS AREA

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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>
Increase Literacy Home-School Link through Parent Education	<ul style="list-style-type: none"> <li>• Multi-lingual families</li> <li>• Targeted Level 1 and 2 families</li> </ul>	Fall Winter	Literacy Coach	We plan to do Comprehension Toolkit lessons with parents, using texts and instruction in their native language. This will help foster the link between school and home and build common academic language.
Provide families with information to Support Learning at Home	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup>-5<sup>th</sup> Grade Families</li> </ul>	Monthly (minimum)	Administration Literacy Coach	Communicate to families about community opportunities for engaging in literacy-based activities (i.e plays, library events, etc). Include "Tip of the Month" that will suggest how parents might work with students at home. Communication through newsletter, active website, and postings on school doors.

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

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

## SECTION 2: FOCUS AREA

### FOCUS AREA #2: Math Number Sense

**Lead Responsibility:**

Math Coach, Title teacher, Administration, Classroom Teachers

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

Increase the percentage of students meeting Number Sense standard from the 2008 WASL to 66% for grades 3,4 and 5 on the 2009. This includes moving 9 level 2 4<sup>th</sup> students to level 3 as measured by the 2009 WASL and 10 5<sup>th</sup> grade students will increase their understanding of: Place Value and Estimation.

**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>
Explicit communication of math objective by teacher; Math Exit Slips	<ul style="list-style-type: none"> <li>All students</li> </ul>	School Year Daily	Classroom Teachers / math Coach	Teachers will post and explain daily lesson objectives. Students will demonstrate understanding of lesson through math exit slips, or through entry in math journal.
Use Word Walls to teach/reinforce appropriate mathematical language	<ul style="list-style-type: none"> <li>All students</li> </ul>	School Year Daily	Classroom Teachers	Teachers will display and actively use word walls to ensure students learn and understand mathematical vocabulary.

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

### SECTION 2: FOCUS AREA

Strategy	Target Students	Timing	Lead	Description
Provide Individualized and skill-specific tutoring to increase computational fluency and problem solving	<ul style="list-style-type: none"> <li>• 9 level 2 students</li> </ul>	School Year 2xweek/15-20 min	Treehouse; CLC Staff- with Math Coach support	Participate in afterschool tutoring with tutors trained through Treehouse and CLC.
Extra Instructional Support for specific skills, i.e. Number Sense *Double Dose	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	School Year 2xweek/15-20 min.	Classroom Teacher	Students who did not meet standard on the 2008 Math WASL will receive 20-30 minutes of additional math support which will focus on targeted area of need. Eg. Utilizing EDM games in a computer lab setting. Small Work groups Computational Fluency
Student Self-Assessment and Goal Setting to increase level of engagement and organization	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	School Year Weekly Goal Setting; Bimonthly Self-Reflection EDM Self Assessment	Classroom Teachers Math Coach	Students assess own strengths and needs using Everyday Math Unit Self-Assessments to determine their weekly goal, and develop a plan to achieve their goal. They evaluate themselves on their goals twice a month.
Walk to Math for 3 <sup>rd</sup> & 4 <sup>th</sup> Grade Students. To provide grade level instruction in a smaller class size setting for focused and/or accelerated skills based instruction	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> and 4<sup>th</sup> Grade Students</li> </ul>	4 days a week	Classroom Teachers Comp Ed. Teacher	Using Comp Ed Teacher – 3 <sup>rd</sup> and 4 <sup>th</sup> Grade classrooms will lower class size and provide grade level instruction in 4 classrooms 4x a week,
Extra Class Session in the Computer lab devoted to EDM Math Games * Double Dose Math intervention	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade students</li> </ul>	Weekly	Classroom Teachers Comp Ed. Teacher Math Coach	Once a week teachers would sign up for time in the computer lab to have all students using EDM math games to reinforce Number Sense targets in addition to regular math time

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

## SECTION 2: FOCUS AREA

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Strategy	Target Students	Timing	Lead	Description
Using EDM math preview to assess student needs and inform instruction	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade students</li> </ul>	By Unit	Classroom Teachers Comp Ed. Teacher Math Coach	Teachers will use Unit Preview to pre-assess students' strengths and needs. Teachers will then meet regularly to collaboratively plan instruction based on student needs.

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

### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Use EDM – Recognizing Student Achievement to assess math skills and growth	All Students – 2 per unit	Classroom Teacher	Grade Level Teams will choose and agree to use 2 unit RSAs to monitor student's mastery progress towards instructional goal.
Use Everyday Math Unit Post Assessments	By Unit	Classroom Teachers/Math Coach	Use the Post Test to track understanding and comprehension of math concepts taught in Unit
Use District Benchmark Assessments	Fall, Winter, Spring	Classroom Teachers	Using District Assessments to assess student learning based on 2008 Math Standards
Administer WASL	Once a year	Classroom Teachers	Use to determine if Bailey Gatzert met its AYP goal

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

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

## SECTION 2: FOCUS AREA

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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>	
Math Assessment Workshop	All Teachers	Sept. 17, 2 hours	Teachers learn to effectively use formative and summative math assessments.
Effective Instructional Practices	All Teachers and Instructional Assistants	Oct. 22, Jan. 28 2hrs x 2 = 4 hrs total	Teachers learn best practices to improve their instructional delivery (such as questioning and student discourse, and justification)

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

### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Increase parents' knowledge/understanding of WASL assessment through Parent Education	<ul style="list-style-type: none"> <li>Families of students in grades 3-5</li> <li>Family partnership focus group</li> </ul>	Fall trimester and Winter trimester	Math Coach Math Teacher Leader Family Support Worker	Plan and host Family math nights where parents learn about WASL questions and scoring, and effective ways of practicing math with students using Everyday Math games and activities.

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

### SECTION 2: FOCUS AREA

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Provide families with Math information to support effective Parent Communication	<ul style="list-style-type: none"> <li>• Families of students in grades 3-5</li> <li>• Family partnership focus group</li> </ul>	Fall trimester and Winter trimester	Administration Math Coach	Communicate to families about ways to demonstrate use of mathematics and mathematical vocabulary at home. Include “Tip of the Month” that will suggest how parents might work with students at home. Communication through newsletter, active website, and postings on school doors.
Educational Outreach through Math Games at local Community Centers (Gatzert YMCA, Yesler, Garfield)	<ul style="list-style-type: none"> <li>• Bailey Gatzert students</li> </ul>	January – June 2009	Math Coach; Math Teacher Leader	Local day care centers and day camp instructors will learn math games to play with students during out of school hours. Many games will be from the Everyday Math curriculum. Games will focus on improving number sense.

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

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #3: <FOCUS AREA NAME>

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**Lead Responsibility:**

FSW's, Administration, School Counselor, Classroom Teachers

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

Increase the % of students that have the necessary skills to succeed in an educational setting (bus, recess, fieldtrip. This includes decreasing discipline referrals for 10% of the students that are in the focus family groups by June, 2009.

**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>
Explicit communication and progress of social skill goal with student and parent	<ul style="list-style-type: none"> <li>• All students</li> </ul>	Throughout the school year	FSW and Counselor	FSW and Counselor will meet with student to assist students in gaining an understanding of their role as students as it relates to the Title 1 Compact. They will also develop a goal that is accompanied with a timeline. This will be communicated to parents

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Monitor student growth on a monthly basis ( data analysis)	<ul style="list-style-type: none"> <li>All students</li> </ul>	On a Monthly basis ( the first week of the month)	Administration and FSW	Use of Swiss discipline referral data ( individual student) Administer and analyze student and teacher surveys
Provide students with weekly class meetings to teach problem solving skills to instill cooperative-respectful interactions with one another.	<ul style="list-style-type: none"> <li>All students in specific teacher's classroom</li> </ul>	Meetings will held at minimum on a weekly basis (included in class schedule)	Classroom teacher	Use of Wheel of Choice Teach Positive Discipline Lessons Teach strategies to deal with conflict resolution

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

### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>

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

# 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>	

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

### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
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**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 2: MAJOR FOCUS AREAS**

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
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Note: Please delete or add rows as necessary

# 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>

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

## SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
<p>Grade K-5 students who are eligible for transitional bilingual education (TBE) services</p>	<p>MEASUREMENT? K/1 students will demonstrate an understanding of developmentally appropriate K/1 vocabulary words. They will show incremental improvement in identifying vocabulary words on the unit progress tests and the mid-year and end of year progress tests provided by the <i>Avenues</i> curriculum.</p> <p>Students in grades 2-5 will increase their vocabulary, fluency and comprehension skills.</p> <p>ELL teacher supports 3-5 ELL students to increase math vocabulary with students on grade level SMART goals.</p>	<ul style="list-style-type: none"> <li>• Implement the <i>Avenues</i> curriculum for Kindergarteners and first graders. (The curriculum will have all the necessary parts by mid-November).</li> <li>• Provide students language support through the use of Realia and visuals, to support concrete understanding of vocabulary words.</li> <li>• Provide parents once a month with periodic information about their child's progress above the parent-teacher conference.</li> </ul> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>• 2-5 ELL students receive focused, differentiated reading instruction from ELL teacher two times a week during their Daily 5 Reading Block.</li> <li>• Second, third and fourth grade students more than 2 years below benchmark on the DRA will be provided English to the Beat curriculum.</li> <li>• Other 3-5 ELL students will use Soar to Success reading program.</li> <li>• ELL teacher pushes in to teach GLAD chants that corresponds to EDM units to the whole class.</li> <li>• Differentiate EDM instruction for ELL students during math blocks with individualized and small group work in the classroom.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Students assessed twice monthly by Soar to Success and/or classroom teacher's running records.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Provide parents once per month updates on their child's progress above the parent teacher conference.</li> </ul>

## 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
Grade 2-5 students that qualify for Resource room SPED services.	K-5 students that qualify for academic resource services will make gains in reading and math as measured on the Brigance and Classroom Based Assessments.	<ul style="list-style-type: none"> <li>• Provide students with after school academic interventions that support their academic need.</li> <li>• Provide training for Instructional Assistants to increase their skills in working with students in math, reading, and writing</li> <li>• Provide parents with information about their child’s progress at the parent-teacher conference</li> <li>• Provide parents with an opportunity for a hands on experience (educational nights) to gain an understanding of how to support their child</li> </ul>
Grade K-5 students who qualify for ELL services	<p>K/1 students will demonstrate an understanding at the level of 100% of the K/1 vocabulary words connected to the themes in the curriculum Avenues. .</p> <p>Students in grades 3-5 will increase their vocabulary and fluency through the use of soar to success to increase their comprehension skills. They will be assessed 2 times/month in math and literacy through the use of EDM unit tests and Soar to Success unit tests.</p>	<ul style="list-style-type: none"> <li>• Provide students language support through the use of Realia and visuals, to support concrete understanding of vocabulary words.</li> <li>• Provide training for Instructional Assistants to increase their skills in working with students in math, reading, and writing</li> <li>• Provide parents once/month with periodic information about their child’s progress above the parent-teacher conference.</li> <li>• Provide parents with an opportunity for a hands on experience (educational nights) to gain an understanding of how to support their child</li> </ul>

## 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
Grade 2-5 students that qualify for Resource room SPED services.	K-5 students that qualify for academic resource services will make more that a years gain in reading and math as measured monthly on the Brigance and Classroom Based Assessments.	<ul style="list-style-type: none"> <li>• Provide students with after school academic interventions that support their academic need.</li> <li>• Provide training for Instructional Assistants to increase their skills in working with students in math, reading, and writing</li> <li>• Provide parents with periodic information about their child’s progress at the parent-teacher conference</li> <li>• Provide parents with an opportunity for a hands on experience (educational nights) to gain an understanding of how to support their child</li> </ul>

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

## 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	<ul style="list-style-type: none"> <li>• Explicit Modeling (I Do, We Do, You Do)</li> <li>• Individualized Tutoring – After school differentiated for individual needs</li> <li>• Extra Individual Support during the school day</li> <li>• Student Self-Assessment and Goal setting</li> <li>• Poetry Analysis</li> <li>• Read/Write/Talk Strategy applied to Non-Fiction Text</li> <li>• Comprehension Tool Kit training and collaborative planning</li> </ul>	\$6K (Title) Prof. Development \$1K Extra Time classified \$2K Individual Tutoring	Yes	Title and Base line Funds	Impacts the allocation of resources and time to the arts
Math	<ul style="list-style-type: none"> <li>• Explicit communication of math objective by teacher, Math Exit Slips</li> <li>• Math Word Walls</li> <li>• Individualized Tutoring and volunteer work</li> <li>• Extra Instructional Support</li> <li>• Double and triple dose</li> <li>• Student self-assessment and goal setting</li> <li>• Walk to Math, Grades 3 and 4 students</li> <li>• Extra class session in Computer Lab devoted to EDM games</li> <li>• Math training and collaborative planning</li> </ul>	\$6K (Title) Prof. Development \$1K Extra Time classified \$2K Individual Tutoring	Yes	Title and Baseline Funds	Impacts the allocation of resources and time to the Arts, Social Studies and Science

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

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Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Discipline	<ul style="list-style-type: none"> <li>Positive Discipline Training</li> </ul>	\$2K (Title) Prof. Development	Yes	Title	It has a positive impact on all content areas

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

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

## SECTION 5: SCHOOL PARTNERSHIPS

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### 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
Seattle University	Seattle University Children's' Literacy Project collaborates with Bailey Gatzert with planning and implementing an after school tutorial program	3 trimester session for a duration of 9 weeks	Seattle University Work Study		Academic school year
YMCA Community Learning Center (CLC)	The CLC program/structures include individual or small group intervention in math and literacy after school	3 trimester session for a duration of 9 weeks	YMCA		Academic school year
Tree House	This program serves children with open CPS cases. Students that have been identified as not meeting standard will receive intervention support during school hours and/or after school.	4 day/week for 1 hour for the academic year			Academic school year

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