

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

JOHN HAY ELEMENTARY

Dan Warren

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TABLE OF CONTENTS

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

Revision History

Revision Number	Date	Comments
Revision 1	October 30, 2008	Edits by Office of School Improvement
Revision 2	December 10, 2008	C-SIP Peer Reviews
Revision 3	January 7, 2009	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.

Personal Success, Public Stewardship, and a Pathway to the Stars for EVERY student! Students at John Hay will flourish academically, attaining high levels of achievement, using District and State standards as evidence. Students will exit our school responsible, responsive to our community, curious and confident about their future, and joyful about life’s opportunities and challenges.

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, 5 fourth grade students and 4 third grade students did not meet standard in mathematics.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase/ sustain the percentage of students meeting math standard in 3rd, 4th, and 5th grade to 92+%. This includes sustaining the number of current 4th and 5th grade students at standard (136) and includes moving 7 students from level 2 to level 3 on the 2009 math WASL. In order to meet this goal, Level 1 and 2 students will receive specific and intentional mathematics instruction through the use of our 4th and 5th grade math tutoring program and Project EXCEL. In addition, all students will receive additional instruction time in math through 90 min block periods.
2	Based on our 2008 WASL results, 2 fourth grade students and 4 third grade students did not meet standard in reading.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase/sustain the percentage of students meeting reading standard in 3rd, 4th, and 5th grade to 95+%. This includes sustaining the number of current 4th and 5th grade students at standard (140) and includes moving 6 students from level 1 and level 2 to level 3 on the 2009 reading WASL. All students K-5 will participate in morning Literacy blocks – 90 minutes of balanced reading instruction each day.
3	Based on our 2008 WASL results, 9 fourth grade students did not meet standard in writing.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase the percentage of 4th grade students meeting writing standard from 88% in 2008 to 94% on the 2009 writing WASL.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
4	Based on our 2008 WASL results, 17 fifth grade students did not meet standard in Science.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase the percentage of 5th grade students meeting science standard from 70.5% in 2008 to 75% on the 2009 Science WASL.

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

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	Over the past 11 years, students at John Hay have performed significantly lower in mathematics than in reading or writing. Although results from 2008 testing did not conform to this trend, we want to ensure that our collective classroom practices and school wide direction remains focused on consistent and sustainable math achievement.	Increase/ sustain the percentage of students meeting math standard in 3 rd , 4 th , and 5 th grade to 92+%. This includes sustaining the number of current 4 th and 5 th grade students at standard (136) and includes moving 7 students from level 2 to level 3 on the 2009 math WASL.
Reading	At John Hay, we believe a proficient elementary education depends upon one's ability to decode, comprehend and analyze text for meaning. Although we have developed a strong tradition of success in this area, not <u>all</u> of our students are performing at standard. It is our desire that every student who leaves John Hay is a proficient reader.	Increase/sustain the percentage of students meeting reading standard in 3 rd , 4 th , and 5 th grade to 95+%. This includes sustaining the number of current 4 th and 5 th grade students at standard (140) and includes moving 6 students from level 1 and level 2 to level 3 on the 2009 reading WASL.
Writing	While the general trend is improving in this area, our scores are still lagging behind student performance in reading. We firmly believe that our students should be equipped to write as well as they read.	Increase the percentage of 4 th grade students meeting writing standard to 94% on the 2009 writing WASL.

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Science	Historically, while science has been a part of our daily curriculum, it has not been an area targeted for improvement. Given that our student scores consistently fall below 80%, we have identified this area as a focus priority for professional development and improvement.	Increase the percentage of 5 th grade students meeting science standard to 75% on the 2009 Science WASL.

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.

John Hay’s school plan specifically addresses the following district Strategic Plan goals;

Over the next five-years we will work to ensure that:

1. 88% of 3rd grade students will meet or exceed reading standards (up from 72% in 2006-07)
2. 80% of 7th grade students will meet or exceed math standards (up from 53% in 2006-07)

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?

While ensuring high- levels of instruction for **ALL** students, at John Hay we strive to specifically identify both students below standard (L1-L2) and L4 students in effort to provide high-quality individualized interventions and enrichment.

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 eight staff members. This includes six grade level teachers, one special education teacher, and one classified staff member. Additionally, our BLT is led by our Principal and Head Teacher. • Out BLT leads the ongoing process of comprehensive school review including studying data such as the 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; and our Partners Board, which includes both staff members and parents (See Section 5: School Partnerships of C-SIP). • Our C-SIP was presented at first at the September 18th Partners Meeting and Curriculum Night, on October 7th. Input from parents was included and will continue to 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. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

Topic	Description
(<i>Title I Schools</i>) How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • 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)

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

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/ Head Teacher

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

Increase/ sustain the percentage of students meeting math standard in 3rd, 4th, and 5th grade to 92+%. This includes sustaining the number of current 4th and 5th grade students at standard (136) and includes moving 7 students from level 2 to level 3 on the 2009 math WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Pacing math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> • All students K-5 	Daily	Principal	Staff K-5 will be expected to plan and implement math instruction/ assessment in accordance to the EDM Pacing Guide.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify L2 (or below) in order to provide double dose EDM instruction	<ul style="list-style-type: none"> • 2nd –5th Grade (L2) 	4x per week	Kari Hanson	Small Group Tutoring (1:5 Ratio): Remedial tutoring provided to L2 students as well as any students needing additional support in Math. Tutors provide extra practice and additional EDM instruction according to classroom teacher direction.
Identify L4 students in order to provide 6 th grade CMP instruction	<ul style="list-style-type: none"> • 5th Grade Pathways 	Daily	Monica Wood	Pathways Math Instruction: Implementation of Connected Mathematics (CMP) for students who have demonstrated mastery of 5 th grade EDM curriculum.
Analyze student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction	<ul style="list-style-type: none"> • All students K-5 	2x Monthly	Dan Warren & Kari Hanson	Data Teams: Regular analysis of student work, instructional practice, and assessment data for the purpose of impacting and directing mathematical instruction.
Identify L2 (or below) in order to provide an extended day experience of preparatory WASL exercises	<ul style="list-style-type: none"> • 4th-5th Grade L2 students 	2x Weekly Beginning 01/09	Katie Kaiser	Project Excel: District Supported After School Program targeting WASL preparation and increased achievement.
Provide extended day for accelerated math instruction	<ul style="list-style-type: none"> • 4th and 5th Grade with high math achievement 	1x Weekly	Kari Hanson	Math Olympics: After school; available to all interested students. Provide accelerated pacing and instruction across the 5 content strands as well as the process and problem solving strands. This is a tuition based program.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Supplement EDM with school-wide opportunity to practice reasoning and communication of mathematical thinking	<ul style="list-style-type: none"> All students K-5 	2x Monthly	Dan Warren & Kari Hanson	Power Problem: School-wide math problem promoting reasoning and communication of mathematical thinking. Students are expected to demonstrate proficiency in the “5 Step Problem Solving Process.” All problems align with newly designed state standards in math.

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>
District Math Assessments K-5	Students in 1 st -5 th Grade will take the Beginning, Mid Year, and End of the Year Assessments.	Kari Hanson & all Classroom Teachers K-5.	Teachers will use the beginning, mid, and end of the year assessments to assess students’ GLE skill development. Teachers will use data to develop instructional plans. Additionally teachers will develop Student Learning Plans for students not performing at standard.
EDM Unit Previews/ End of Unit Tests	All students K-5 at the beginning and end of each EDM unit throughout the academic year.	Classroom Teachers K-5	Teachers will use the EDM Unit assessment to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
WASL	Grades 3-5	Kari Hanson	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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

SECTION 2: MAJOR FOCUS AREAS

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>	
Data Teams	Grade Level Teams	1-2x monthly	Regular opportunities for classroom teachers to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues toward improved mathematics instruction.
District Directed Math PD	John Hay & Frances Coe staff	4x Per Year	Teachers will meet periodically to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction.
Staff Meeting PD	John Hay Staff	1-2x Monthly	Discussion and analysis of state standards for alignment with EDM curriculum; increased awareness of content and process standards; and vertical alignment across grade levels.

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>
Communicate regularly with families through the EDM family letter and home study links.	<ul style="list-style-type: none"> All families K-5 	1x per unit/ family letter Daily/ Study Link	Classroom Teachers	<p>Family Letter- Regular written communication describing mathematical content, lesson goals, ideas for home support.</p> <p>Home Link- Nightly homework designed to invite family support and continued student learning.</p>
Celebrate and enrich school-wide math culture through family math night	<ul style="list-style-type: none"> All families K-5 	1x per year	Katie Kaiser	<p>Family Math Night: Evening event designed to increase enthusiasm, awareness, and understanding as taught at school and practiced at home.</p>

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading

Lead Responsibility:

Principal, Head Teacher, Literacy Committee

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

Increase/sustain the percentage of students meeting reading standard in 3rd, 4th, and 5th grade to 95+%. This includes sustaining the number of current 4th and 5th grade students at standard (140) and includes moving 6 students from level 1 and level 2 to level 3 on the 2009 reading WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide comprehensive literacy instructional program	<ul style="list-style-type: none"> All 	Daily, 90 min	Classroom Teachers and Reading Specialists	All classrooms will implement a balanced literacy program including elements such as <i>guided reading, independent reading, skills instruction, comprehension practice, word analysis, interactive read alouds, shared reading/writing/Literature Circles.</i>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Reduce student to teacher ratio for reading instruction.	<ul style="list-style-type: none"> • 1st grade students 	Daily	First Grade Team and Reading Specialists	Maximum 15:1 teacher/student ratio: In order to reduce class size, we have purchased an additional .5 reading specialist to provide high quality, balanced reading instruction within a small instructional setting.
Identify below standard students in effort to provide individualized intervention (a)	<ul style="list-style-type: none"> • K-2nd grade students demonstrating reading performances below standard 	4x per week	Kari Hanson	Sound Partner Tutoring: A 1:1 tutoring experience incorporating supplemental decoding instruction to aid students in developing more proficiency in reading strategies.
Identify below standard students in effort to provide individualized intervention (b)	<ul style="list-style-type: none"> • 2nd – 5th grade students below standard on state assessments 	Daily	Genny Delaney	L.A.P. Program: Targeted, balanced literacy instruction focusing on individual student needs.
Identify below standard students in effort to provide individualized intervention (c)	<ul style="list-style-type: none"> • Kindergarten; 5 students per classroom 	Varied, 2-5x per week.	Dan Warren	Head Sprout: An online reading program designed to provide early intervention in phonics for targeted emerging readers.
Identify below standard students for the purpose to extend school year and instruction	<ul style="list-style-type: none"> • 1st-5th grade students below reading standard 	4 weeks every other summer	Genny Delaney	Seattle University Summer Reading Program: A comprehensive reading program designed to promote increased reading achievement for identified students.
Identify above standard students and provide small group instruction	<ul style="list-style-type: none"> • 3rd – 5th grade students demonstrating above standard performance in reading 	Varied, 2-4x per week	Monica Wood	Pathways Small Group Instruction: Accelerated and enriched instruction designed to supplement the classroom experience, provide additional rigor, and address the unique needs of the gifted and above standard student in reading, writing and communication.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide supplemental resources to classrooms (a)	<ul style="list-style-type: none"> All K-2 students 	Purchased annually for daily use	Genny Delaney	Increase collection of leveled readers K-2: Leveled readers for K-2 classrooms used for targeted independent reading.
Provide supplemental resources to classrooms (b)	<ul style="list-style-type: none"> All students K-5 	Purchased annually for daily use	Janet Schooler	Increase school collection of library books focusing on non-fiction & support areas of concern as identified by WASL data: Non-Fiction library books to support independent reading and classroom curriculum.

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>
DRA testing	All students K-2 & 3 rd grade students below district standard (DRA 28)	Classroom Teachers	This assessment provides data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support and enrichment.
Classroom "CBAs" or other whole class summative assessments.	Grades K-5	Classroom Teachers	Whole class assessments designed to provide teachers data around students' ability to read text accurately with comprehension
WASL	Grades 3-5	Kari Hanson	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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

SECTION 2: MAJOR FOCUS AREAS

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>	
Balanced Literacy Program Presentation	All Instructional Staff	Once per year	Each year, the John Hay staff takes one staff PD day to focus on elements of Balanced Reading Instruction. This year, on 3/20/2009, we will continue to focus on the development last year around Literature Circles. This year's focus will be less introductory and focus more on strategies classroom teachers have used in their classrooms.

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>
Celebrate student learning and inform families of student literacy goals outcomes (a)	<ul style="list-style-type: none"> All Students K-5 	October 7, 2008	Principal/Head Teacher and Classroom teachers	Curriculum Night: The purpose of Curriculum Night is to provide families an introduction and an overview of the individual classroom experience. Specifically, introducing grade-level curriculum.
Celebrate student learning and inform families of student literacy goals and outcomes (b)	<ul style="list-style-type: none"> All Families 	1x every 2 years	Literacy Goal Team	Festival of the Arts: Evening event to promote the visual, musical, and literary arts. Event incorporates a school-wide celebration of student work and demonstrates the writing process in action.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Principal, Head Teacher, Literacy Committee

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

Increase the percentage of 4th grade students meeting writing standard from 88% in 2008 to 94% on the 2009 writing WASL. (Note: In 2008, 65 students met standard, 9 students did not meet standard)

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Increase the effectiveness of writing instruction	<ul style="list-style-type: none"> All students K-5 	Weekly	Classroom teachers	Continue instructional emphasis on 6-trait writing: While emphasizing all six traits, specific attention will be paid to content, organization, and style based on 2008 WASL data.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue instruction and practice of the writing process.	<ul style="list-style-type: none"> • All students K-5 	Weekly	Classroom teachers	Students are given intentional instruction, opportunity for regular practice, and evaluation of ability using graphic organizers for pre-writing, revising and editing (self and peer editing), writing, drafts, & publishing a final product.
Continue use of NUA strategies for generation and organization of ideas.	<ul style="list-style-type: none"> • All students K-5 	Weekly	Classroom teachers	Teachers will employ regular use of NUA strategies for improvement in written expression.
Investigate, research, and strategically plan for the implementation of Lucy Caulkin's Writer's Workshop for the 2009/2010 school year.	<ul style="list-style-type: none"> • All Students K-5 	Periodically through out the school year	Dan Warren, Kari Hanson, & BLT	Promote and invite staff to attend Writers Workshop trainings, conduct survey of current research, and plan 2009-2010 budget in support of Fall implementation.

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>
Writing Summative Assessments	All students 1 st -5 th Grade 3x per year minimum	Classroom teachers	Teachers will conduct summative writing assessments for the purpose of monitoring six traits of writing as well as understanding and application of the writing process.
WASL	4 th grade students	Kari Hanson	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

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>	
Supportive PD around Writers workshop will be implemented beginning the summer of 2009.	All Staff	To be determined	To be determined

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>
Celebrate student work and enhance the learning community	<ul style="list-style-type: none"> • All Families 	1x every 2 years	Literacy Goal Team	Festival of the Arts: Evening event to promote the visual, musical, and literary arts. Event incorporates a school-wide celebration of student work and demonstrates the writing process in action.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

Principal, Head Teacher, Math Science Committee

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

Increase the percentage of 5th grade students meeting science standard from 70.5% in 2008 to 75% on the 2009 Science WASL. (Note: In 2008, 41 students met standard, 17 students did not meet standard)

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Increase participation in WASL prep classes	<ul style="list-style-type: none"> All students K-5 	As determined by district PD calendar (approx. 2x per year)	Dan Warren	At least one staff member representative per grade level team will attend WASL preparation with the intention of providing support to his/her colleagues.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Target principal's classroom visitations around science lessons in an effort to analyze the vertical alignment of science content and instruction across grade levels K-5.	<ul style="list-style-type: none"> All Students K-5 	2x per year	Dan Warren	Science lessons will be set as a priority for the purpose of supporting staff, providing feedback, and for developing staff understanding of vertical alignment and connections of science content across the grade levels.
Increase student knowledge and understanding of Scientific Method, systems, and scientific problem solving	<ul style="list-style-type: none"> All Students K-5 	1x every 2 years	Math/Science Goal Team	Science Fair: Evening presentation of school wide science content and individual student projects aligning with 3 core science standards (systems, inquiry, and problem solving.)
Investigate, research and develop a school-wide plan for the prioritization of improved science instruction and student achievement for the 2009/2010 school year.	<ul style="list-style-type: none"> All Students K-5 	Periodically throughout the school year	Dan Warren, Kari Hanson, & BLT	BLT will explore existing instructional practices, frequency of science instruction, and develop a plan of action for improvement. In addition a system of accountability to monitor school wide science instruction will be developed.

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>
WASL	5 th grade students	Kari Hanson	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

Note: Please delete or add rows as necessary

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Science Writing Workshop with SSD's Betsey Fulwiler	Administration and Classroom teachers	October 10 th , 2008	Workshop will address the following: 1) modeling of mini lessons that develop students' expository writing skills, 2) modeling of formative assessment techniques and written feedback for samples, & 3) Information about science notebook entries for specific lessons in grade level science kits.

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>
Increase student knowledge and understanding of Scientific Method, systems, and scientific problem solving	<ul style="list-style-type: none"> All Students K-5 	1x every 2 years	Math/Science Goal Team	Science Fair: Evening presentation of school wide science content and individual student projects aligning with 3 core science standards (systems, inquiry, and problem solving.)

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>
Spanish	In 2008-2009 we will implement a new Spanish curriculum K-5 that focuses on language acquisition as well as cultural understanding and awareness. Additionally, this program will be monitored through formative and summative assessments. We will focus on increased home communication and application of Spanish content.	<ol style="list-style-type: none"> 1) Full implementation of Viva El Espanol K-5 2) Increase staff presence on Spanish Goal Team
Citizenship	Continue to increase our students' perceptions of school-wide bullying intervention.	Implementation of the Olweus Anti-bullying framework. Implementation includes 1) establishing and enforcing school-wide rules against bullying, 2) establishing student norms around safety, truthfulness, attitude, respect, and stewardship, 3) creating and monitoring systems of reporting bullying that are perceived as safe by students, 4) continued implementation of our Star Citizen Program, which encourages students to increase the frequency of their desirable behaviors and to provide both intrinsic rewards as well as public recognition and school-wide celebration of consistent excellence, 5) continued instruction and use of the Second Step Program (K-2) and Steps to Respect (3-5)

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Autism/Inclusion	Increase communication and collaboration between special educators, general educators, and other school staff.	Provide professional development and resources for staff about autism, inclusion, accommodations, etc. Have regular, scheduled meetings for collaboration via e-mail and informal meetings, communicate behavioral and social strategies with all staff members who have contact with inclusion students (including administrators, specialists, playground supervisors, tutors, custodians, etc.)
Music/Arts/Drama	Understanding that a complete education includes exposure in the arts, John Hay will provide instruction in Music, Art, and Drama. Instruction will be given by both the classroom teacher as well as Artists in Residence.	John Hay will provide; Music Instruction K-3, Art Instruction K-5, Drama 4-5 (Seattle Children’s Theater workshops), and 4/5 Instrumental Music. Additionally, we will provide students the opportunity to participate in before and after school activities such as Chorus, Drama, etc.
Technology	Increase student and teacher technical skills by integrating technology into daily classroom instruction.	By 5 th grade, students will be proficient at using Microsoft Word and PowerPoint, as well as the use of digital cameras and multimedia software (such as iPhoto). Additionally, students will have exposure to self-paced keyboarding instruction (Type to Learn 2), which will improve productivity while using technology.

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
Math	Identify L2 (or below) in order to provide double dose EDM instruction- Small Group Tutoring (1:5 Ratio)	\$12,000	Yes	John Hay Partners Foundation	
Math	Identify L2 (or below) in order to provide an extended day experience of preparatory WASL exercises- Project Excel	N/A	Yes	SSD	
Math	Provide extended day for the accelerated math instruction- Math Olympics	\$600	TBD	Tuition Based/Self Funded	
Reading	Reduce student to teacher ratio for reading instruction. Maximum 15:1 teacher/student ratio:	Approx: \$35,000	Yes	Baseline	
Reading	Identify below standard students in effort to provide individualized intervention (a) Sound Partner Tutoring	\$15,000	Yes	John Hay Partners Foundation	
Reading	Identify below standard students in effort to provide individualized intervention (b) LAP Program	\$7,761	Yes	LAP	
Reading	Identify below standard students in effort to provide individualized intervention (c) Head Sprout	\$2,000	Yes	John Hay Partners Foundation	
Reading	Identify below standard students for the purpose to extend school year and instruction- Seattle University Summer Reading Program	N/A	Yes	Seattle University	

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	Provide supplemental resources to classrooms (a) K-2 Leveled Readers	\$1,500	Yes	John Hay Partners Foundation	
Reading	Provide supplemental resources to classrooms (b) Increase School Collection of Non-Fiction Library Books	\$2,500	Yes	John Hay Partners Foundation	

Note: Please delete or add rows as necessary

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
John Hay Foundation	John Hay Partners includes the entire John Hay family and acts as our school's governance organization. In place of the typical PTA, John Hay Partners was formed combining the independent PTA, Site Council, and Foundation into one team. The Partners' Board is an elected and appointed decision-making body that represents our school family, helps to design and implement Hay's academic Transformation Plan, prioritizes budget and serves as a resource to families. All parents and staff are welcome and encouraged to attend Partners' Board meetings. Continued commitment and generosity of our school community make possible such programs as small group instruction in core subjects, school-wide Spanish, Pathways advanced learning, and one-to-one tutoring. Our Playground and Lunchroom Brigades, K-1 Transition Team, Memory Miles, and Pathway Garden are a few of the many programs created through strong leadership and volunteer efforts. Additionally, families and staff serve goal teams which form the components of the Optimal Learning Committee (OLC).	Partner's Board meets 1x per month.	John Hay Partners Foundation		Yearly
Kids Company	John Hay Elementary and Kids Co. at John Hay are fortunate to be a part of the Community Alignment Project that began in the spring of 2000. The goal of the project is to link schools and out-of-school-time providers to strengthen academic success for every child. Working together as a team, Kids Co. and John Hay School are better able to serve the needs of each child and family. Both the John Hay staff and Kids Co are working closer than ever, sharing space and resources and staying connected through improved communication between Kids Co. and the John Hay staff, leadership and Partners Board. Kids Co representation is active on the Partners Board and the Citizenship Committee. Kids Co activities are directly in support of the academic standards within a developmentally appropriate atmosphere for before/after-school. This includes daily activities that directly link to school-based standards and structured support for homework.	Daily	n/a	n/a	Yearly Renewal

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

SECTION 5: SCHOOL PARTNERSHIPS

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
	Additionally, Kids Co began a Pre K program, starting the academic school year of 2007-08, with the mission of better supporting the transition into Kindergarten. This vision of the Pre K program was specifically designed to match the vision of John Hay. This includes the focus on literacy, focus on number and shapes, use of NSF kits, and focus on written expression.				
SSIA	Successful Schools in Action is an educational non-profit working with seven public schools, K-12, to provide collaborative and community based programs. Our partner schools in the Queen Anne and Magnolia neighborhoods of Seattle include: Coe, John Hay, and Lawton Elementary, Catharine Blaine K-8, McClure Middle School, The Secondary Bilingual Orientation Center, and the Center School. SSIA seeks to share resources to support and strengthen public schools through innovative strategies and community partnerships to secure high levels of success for every student in every school. SSIA elementary programs include <u>Debate Club 4-5</u> , <u>Tutoring K-5</u> , and <u>Collaborative Conversations</u> between teachers around shared instructional issues.	SSIA Board meets 1x per month. This includes the Principals of each building	n/a	n/a	Yearly