

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Lafayette Elementary

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9/19/08



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### Revision History

Revision Number	Date	Comments
1	10/30/2008	Edits by Office of School Improvement
2	12/11/2008	C-SIP Peer Reviews
3	01/07/2009	Edits by Office of School Improvement

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

## SECTION 1: SCHOOL 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.*

Vision: Lafayette is committed to educating and nurturing all students so that they may grow toward responsible, global citizenship.

Mission: Lafayette is a school dedicated to motivating and readying students to attain academic excellence and social responsibility in an every-changing, ethnically diverse, technologically advancing world.

### 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	Lafayette’s reading scores, as measured by the WASL and DRA, have remained high (in the 90%+ range for many years). We must be doing something right!	<ul style="list-style-type: none"> <li>• Our goal is to increase the percentage of students meeting reading standard to 93% on the WASL in grades 3, 4, and 5. This includes moving two, 4th grade, level 2 students to level 3; four, 5<sup>th</sup> grade level 2 students to level 3.</li> <li>• Our goal is to increase the percentage of students meeting reading standard in grades 1 and 2 to 93%+ as measured by the spring DRA.</li> <li>• We will continue to be diligent in our reading/literacy instruction. We believe in the strategies we utilize in the classroom. Students will continue to be exposed to best practices in reading including flexible, small reading groups; guided reading in the primary grades; literature-based reading instruction in the upper grades; monitoring of at home reading; collaboration with parents regarding independent reading expectations; stress on critical thinking skills (i.e. do not focus on decoding, comprehension only); small group tutoring for struggling students in addition to regular classroom instruction (in grades 1-5); interactive read alouds; explicit instruction; utilization of Accelerated Reader across the grade levels.</li> <li>• Tutoring will be provided for students in grades 1-5 who did not meet reading standard as measured by the WASL or DRA.</li> <li>• We will provide the EXCEL program (after school tutoring) for level 2, 4<sup>th</sup> grade students in spring 2009. EXCEL is a 10 week long intervention program focused on strengthening reading, math and writing skills.</li> <li>• Integration of technology to increase reading comprehension and critical thinking skills.</li> </ul>

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

## SECTION 1: SCHOOL OVERVIEW

Insight	How is this insight addressed in our C-SIP?
<p>2</p> <p>Lafayette’s math scores continue to show progress . From 2006 – 2008 all grades levels (3, 4, 5) have shown progress as measured by the WASL.            3: 89%, 95%, 93%            4: 85%, 79%, 88.6%            5: 77%, 88%, 87.8%            We don’t yet believe that overall strong showing in 08 was due to the new math curriculum.            Lafayette students consistently perform higher than state or district students on the math WASL (in all 3 grades)</p>	<ul style="list-style-type: none"> <li>• Our goal is to increase the percentage of students meeting math standard to 93% in grades 3, 4, 5 and measured by the WASL. This includes moving 4, level 2 fourth grade students to level 3 and 6, level 2 5<sup>th</sup> graders to level 3.</li> <li>• Teachers will continue to be committed to becoming fluent with the Every Day math curriculum. This includes attending district organized professional development opportunities on the following dates: September 17, October 22, January 28, May 13.</li> <li>• Students not meeting math standard (in grades 1-5) will receive small group tutoring in math, in addition to regular classroom instruction.</li> <li>• We will provide the EXCEL program (after school tutoring) for fourth grade level 2 students in spring 2009. EXCEL is a 10 week intervention program focusing on strengthening math (reading and writing) skills.</li> <li>• Student progress will be monitored using the following assessment tools: Every Day math unit assessments; Benchmark assessments (Sept., October, January, May); mid-year and end of year Every Day Math assessments.</li> <li>• LAP plans will be designed for students receiving LAP services in math.</li> <li>• Meaningful homework will be provided to reinforce classroom curriculum and state standards.</li> </ul>
<p>3</p> <p>For the 2007-08 school year we changed our master schedule, which included hiring a new specialist. After 2 years of committee work, the recommendation was to hire a technology specialist with the goal of not only teaching technology skills but integrating technology across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Our goal is to increase students’ skills with technology and utilize technology to enhance learning across the curriculum.</li> <li>• Teachers will regularly collaborate with the technology specialist to create projects that incorporate technology into science, language arts (reading and writing), social studies, math (creating and interpreting data).</li> </ul>

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

## SECTION 1: SCHOOL OVERVIEW

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

**What are our major areas of focus?**

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	Reading is the foundation for all other academic subject areas. It is our obligation, as an elementary school, to provide a strong foundation in reading so that students can succeed in all subjects. We can't let our success allow us to lose focus on this paramount duty of an elementary school.	Our goal is to increase the percentage of students meeting reading standard to 93% on the WASL in grades 3, 4, and 5 and the percentage of students meeting reading standard on the DRA to 93% (grades 1, 2).
Math	Although we have seen improvement in our math scores in recent years, we need to continue our improvement. We also need to become more fluent in knowledge and implementation of the new Every Day math curriculum.	Our goal is to increase the percentage of students meeting math standard to 93% in grades 3, 4, 5 and measured by the WASL. Our goal is for 80% of students in grades 1-5 to pass the end of year math assessment. (Pass = achieve 80% or higher). We will monitor progress by using the Every Day math unit assessments.

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

## SECTION 1: SCHOOL OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<p><b>Technology</b></p>	<p><b>Our mission is to “ready students for a...technologically advancing world”. This will not happen by chance. We want our students to be technologically savvy, able to use technology with ease across many curricular areas. Our parents very much support this focus area.</b></p>	<p>2<sup>nd</sup> Grade: 100% of all 2<sup>nd</sup> graders will complete (with a 3 or 4 grade) an autobiographical Power Point presentation.</p> <p>3<sup>rd</sup> grade: 80% of students will type 10-15 words per minute with 90% accuracy as measured by “Type To Learn” assessments.</p> <p>3<sup>rd</sup> Grade: 90% of students will create an EXCEL graph and be able to explain the data. 90% of third graders will meet or exceed standard on this goal.</p> <p>4<sup>th</sup> Grade: 85% of students will type 20-30 words per minute with 90% accuracy as measure by “Type To Learn” assessments.</p> <p>4<sup>th</sup> and 5<sup>th</sup> Grade: 90% of all 4<sup>th</sup> graders will complete (with a 3 or 4 grade) a research project that incorporates social studies topics (Washington State history (4), colonial America (5), research skills, internet integration skills, and writing skills.</p> <p>5<sup>th</sup> grade: 85% of students will type 30-40 words per minute with 90% accuracy as measured by “Type To Learn assessments.</p>

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

## SECTION 1: SCHOOL OVERVIEW

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### What is the contribution of our school's plan to the District's strategic plan?

*Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.*

Reading: By increasing the percentage of 3, 4, and 5<sup>th</sup> grade students meeting WASL standards in reading, our school will contribute to the district's academic milestone of 3<sup>rd</sup> graders reading on grade level .

Math: By increasing the percentage of 3, 4, and 5<sup>th</sup> grade students meeting WASL standards in math, our school will contribute to the district's academic milestone of 7<sup>th</sup> graders being ready for algebra by 8<sup>th</sup> grade.

Technology: By requiring projects in grades 2 -5 that teach technology skills and integrates technology across curricular areas, our school will contribute to the district's academic milestone of "3<sup>rd</sup> graders reading on grade level"; and "students being ready for college, career, life".

### 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?*

- 1. Implementing aligned professional development in the area of math.**
- 2. In addition to district provided professional development ( e.g. in math, science units) the Lafayette teaching staff has committed to a) attending at least one self-selected conference, class or workshop; b) taking one entire day to observe other teachers. Our building professional development budget is based on this commitment.**
- 3. In grades 2-5 staff is committed to working collaboratively with our technology teacher to integrate technology across the curriculum. Our belief is that strengthening students' technology skills will not only enable them to compete in an every-changing world but also strengthen their core academic skills (reading, math, writing). Reference our mission statement.**
- 4. Utilize aligned curriculum in the teaching the foundations of reading in the primary grades**
- 5. Students will be exposed to best practices in reading including flexible, small reading groups; guided reading in the primary grades; literature-based reading instruction in the upper grades; monitoring of at home reading; collaboration with parents regarding at home reading expectations; stress on critical thinking skills (i.e. do not focus on decoding, comprehension only); small group tutoring for struggling students in addition to regular classroom instruction (in grades 1-5); Accelerated Reader; explicit instruction.**

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

## SECTION 1: SCHOOL OVERVIEW

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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: SCHOOL OVERVIEW

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>• Our Building Leadership Team (BLT) includes teacher representatives from grades K/1, 2/3,4/5, special education, specialist. Additionally the principal and a classified representative (special education instructional assistant) are on the BLT</li> <li>• Our build Leadership Team (BLT) leads the process of comprehensive school review including studying data including WASL, DRA, and classroom-based assessments. The BLT gave direct input into the goals in the C-SIP document</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 which includes 7 staff members. The BLT includes 2 parents during the budgeting process.</li> <li>• Our C-SIP was presented by the principal at our curriculum Night on September 24, 2008. Curriculum specific assessment data was also presented</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: SCHOOL 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: SCHOOL OVERVIEW

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### **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

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### FOCUS AREA #1: Reading

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**Lead Responsibility:** Teaching staff, principal

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

- Increase the percentage of students meeting reading standard to 93% on the WASL in grades 3, 4, and 5. 93% of students meeting standard on spring DRA for grades 1 and 2. (This includes moving two, 4th grade, level 2 student to level 3; four, 5<sup>th</sup> grade, level 2 students to level 3. )

#### 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>
Small group LAP tutoring	<ul style="list-style-type: none"> <li>• Level 1 and 2 reading students grades 1-5; students scoring below standard on the fall DRA grades 1, 2</li> </ul>	October – June On average: 4x per week, for 20-40 minutes per session	Teacher, tutors, principal	Students will participate in tutoring during the school day with tutors who are directed by the student’s teacher. Focus of the tutoring will be decoding, comprehension, vocabulary, and fluency.
Extended Day – EXCEL program	<ul style="list-style-type: none"> <li>• Level 2 students; 4<sup>th</sup> grade</li> </ul>	Feb, March 2x per week. 2 hours per session	teachers	Fourth graders who did not meet standard on the 3 <sup>rd</sup> grade WASL (level 2) will receive 240 minutes of extra reading instruction per week during the months of February and March. (WASL prep)

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

### SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
<ul style="list-style-type: none"> <li>Continued use of best practices in reading; provide a comprehensive literacy instructional program</li> </ul>	<ul style="list-style-type: none"> <li>All Students</li> </ul>	Sept – June Literacy block = 5 days per week; 90+ minutes per day	Teachers	All classrooms will implement a balanced literacy program including elements such as flexible, small reading groups; guided reading in the primary grades; literature-based reading instruction in the upper grades; monitoring of independent reading; collaboration with parents regarding independent reading expectations; comprehension practice; word analysis; interactive read alouds; stress on critical thinking skills (i.e. not focusing on decoding, comprehension only); explicit instruction; utilization of Accelerated Reader.
Utilize common phonetic-based curriculum in grades K, 1, 2.	<ul style="list-style-type: none"> <li>All students</li> </ul>	Sept – June Literacy block = 5 days per week; 90+ minutes per day	Teachers in grades K and 1	<b>All K teachers use “Reading Mastery” as the phonetic base; all 1<sup>st</sup> and 2nd grade teachers use “Intensive Phonics” as the phonetic base to our reading program.</b>
Global Reading Challenge	Students in grades 4, 5	Winter 2009	Librarian	Students read books, form teams, and then compete against other teams in answering questions about the books.
Differentiated instruction for those students who are above standard	Students in the Spectrum program	Literacy block - 5 days per week; 90 plus minutes per day	Spectrum teachers	Spectrum is a district program for students who demonstrate through district or private testing that they can work at least a grade level above their current grade level. The curriculum is provide rigor and address the unique needs of the gifted and above in reading, writing, communication.

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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### 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>
Formative Classroom based assessments	All Students; weekly	Teachers are responsible for administering and scoring assessments weekly. In some grades teachers collaboratively design the assessment.	Whole class assessment are designed to provide teaches data around students' ability to read text accurately with comprehension.
EXCEL activities in the district provided EXCEL curriculum	Level 2 , fourth grade students; weekly	EXCEL teachers, principal	Based on the students' progress we will adjust instruction with the goal of preparing students to meet standard on the 4 <sup>th</sup> grade WASL
Summative assessments	DRA - Twice yearly; September and May grades 1, 2	Teachers, principal, District supported	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.
WASL	Grades 3 -5; once per year	Classroom teachers, WASL coordinator: Linda Nakagawa	The WASL 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

# 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>	
The Lafayette staff is well-versed in best practices in reading; however, whenever we get new staff, we have our former reading specialist provide pd to those teachers new to Lafayette	Teachers new to Lafayette	PD in areas of deficit. One time all-day workshop in August.	Intensive Phonics Curriculum or Reading Mastery curriculum
WAETAG (Washington Association for Educators of the Talented and Gifted) annual conference	Lafayette Spectrum Staff	October 24, 2008	All Lafayette gifted ed. teachers will attend the WAETAG conference which focuses on how to meet the academic needs of the gifted student.
Observation in other classrooms	Teachers	1 day during the 2008-09 school year	Teachers will self-select a classroom (or series of classrooms) in the building or in other schools to observe for a day. The goal is to increase awareness of instructional strategies and broaden repertoire of teaching strategies.

**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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#### 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>
"How We Measure Our Success" presentation by principal on Curriculum Night.	All families, with special reminders and invitations for historically under-involved parents	September 24, 2008	Principal	This presentation includes a summary of our WASL scores and of our school improvement plan. We also discuss what parents should expect of teachers in terms of meeting academic goals.
Each teacher informs parents of specific goals for homework and home reading requirements	All families	Curriculum Night and in ongoing classroom communication home	Teachers; parents	On Curriculum night teachers inform parents verbally and in writing of expectation re: reading expectations.
Regular communication to parents on the school and classroom level	All families	School-wide communication: weekly Classroom communication: Weekly or monthly in addition to report cards	Principal, teachers	E-mail or hard copy (parent choice) bulletins from the school. (Monthly communication from PTA to parents.)  Teachers provide electronic or hard copy (parent choice) bulletins from the classroom on a weekly or monthly basis. (Some teachers provide communication about large assignments/projects even more frequently.)

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

### SECTION 2: MAJOR FOCUS AREAS

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Conferences with parents of students on reading LAP plans	Those families who students in grades 2, 3 who are struggling in reading as determined by Sept. assessments and/or WASL performance from previous year.	September Conference; November conference; follow-up conferences as needed	Teachers; parents	LAP plans contain very specific strategies for students not meeting standard. The plans include what the teacher will do but also what the family agrees to do and the student. The plans are communicated in person and in writing to parents.
Learning Plans presented at parent-teacher conferences	5 <sup>th</sup> grade students not meeting standard in reading as measured by the 4 <sup>th</sup> grade WASL.	Fall (by end of November) and follow-up conferences as needed	5 <sup>th</sup> grade teachers, parents	Fifth grade learning plans outline very specific strategies for students not meeting standard. The plans include what the teacher will do but also what the family agrees to do, and the student. The plans are communicated in person and in writing to parents.
Young Authors Event	All students	Spring 2009	Teachers; parent volunteers	Students present and read aloud pieces they have written. Volunteers and other mixed age students are the audience for sharing this writing.
Global Reading Challenge	Students in grades _____	Winter 2009	Students, librarian	Students read specific books, form teams, and then as teams answer questions about the books in a competition that involves other schools.
Small Group Instruction	All students grades K-2	Sept - June	Teachers; parent volunteers	Parents assist with reading instruction by leading a teacher-created reading activity with a small group of students.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Math

**Lead Responsibility:**

Teachers

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

Our goal is to increase the percentage of students meeting math standard to 93% in grades 3, 4, 5 and measured by the WASL. This includes moving 4, level 2 fourth grade students to level 3 and 6, level 2, 5<sup>th</sup> graders to level 3. Additionally, our math goal is for 80% of students in grades 1-5 to pass the end of year math assessment. (Pass = achieve 80% or higher)

### 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>
Math games	<ul style="list-style-type: none"> <li>All students</li> </ul>	All year	Teachers, parents, volunteers	One curricular component of the Every Day Math materials is math games. Math games provide a way to reinforce math strategies and concepts.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Direction Instruction	<ul style="list-style-type: none"> <li>All students</li> </ul>	All year	Teachers	Teachers present the EDM as designated in curricular materials.
Small group tutoring for students struggling in math; double dose EDM instruction	Students who are not meeting standard as measured by cbas or summative assessments (e.g. the WASL or district assessments)	October – June On average: 4x per week, for 20-40 minutes per session	Teachers, Tutors	Tutors will work with students in small groups (5 or less) to review, reinforce, strengthen math concepts.
Extended Day via the EXCEL program	Level 2 students; 4 <sup>th</sup> grade	Feb, March; 2 x per week; 2 hours per session	EXCEL teachers	Fourth graders who did not meet standard on the 3 <sup>rd</sup> grade WASL (level 2) will receive 240 minutes of extra reading instruction per week during the months of February and March. Instructors will utilize at least the following strategies: explicit instruction; guided practice; math games.
Daily Practice of math facts	<ul style="list-style-type: none"> <li>All students</li> </ul>	Sept – June; 5-10 minutes per day	Teachers	Teachers will utilize Singapore math workbooks and/or Daily Math practice curriculum to assist in students' learning and fluency of basic math facts.
Homework	<ul style="list-style-type: none"> <li>All students</li> </ul>	Sept – June; 4 days per week	Teachers, parents	Teachers will provide homework several times per week so that students may practice at home the math concepts taught at school. This additional practice will reinforce math skills.
Pacing math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> <li>All students</li> </ul>	Sept – June; daily	Teachers, principal	Staff K-5 will 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

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Strategy	Target Students	Timing	Lead	Description
Target principal's classroom visitations around math lessons in an effort to analyze math instruction across grade levels	<ul style="list-style-type: none"> <li>• All Students/teachers</li> </ul>	Informally monthly at least; formally 2x per year for those staff on performance cycle (6 teachers)	Principal	Observation of math instruction will be set as a priority for the purpose of supporting staff, providing feedback, and developing fluency with the EveryDay math Curriculum across the grade levels.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

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 created Benchmark assessment	Students in grades 1-5	Teachers	Inform teachers what instruction may need to be adjusted; what students have mastered; what still needs to be worked on. Based on performance, students may be placed in a small group tutoring group, get more teacher attention; get volunteer help. Teachers may communicate home so that parents may also assist with learning concepts the student as not yet mastered. Results may lead to a referral to EXCEL program (grade 4 students only) or SIT referral.
Mid-Year and End of Year Assessment – Every Day math	All students in grades 1-5	Teachers	The mid year and end of year assessments inform teachers what instruction may need to be adjusted; what students have mastered; what still needs to be worked on. Based on performance, students may be placed in a small group tutoring group, get more teacher attention; get volunteer help. Teachers may communicate home so that parents may also assist with learning concepts the student as not yet mastered. Results may lead to a referral to EXCEL program (grade 4 students only) or SIT referral.
WASL	Grades 3 -5; once per year	Classroom teachers, WASL coordinator: Linda Nakagawa	The WASL 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

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District supported PD	All math teachers	September 17; October 22; January 28; May 13	Teacher leads will lead teachers in activities to deepen teachers' understanding of the new math curriculum. Teachers will get an opportunity to collaborate, reflect on assessments, strategies being used.
Observing in other teachers' classrooms	All Lafayette classroom teachers	One day per year	Teachers will observe in other teachers' classrooms. This may be Lafayette teachers or teachers at another school. Lafayette's building budget will support this pd activity.
Staff Meeting PD	Lafayette Staff	Periodically (e.g. August 27, 2008)	Discussion and analysis of state standards. Increased awareness of new state math standards.
WAETAG (Washington Association for Educators of the Talented and Gifted) annual conference	Lafayette Spectrum Staff	October 24, 2008	All Lafayette gifted ed. teachers will attend the WAETAG conference which focuses on how to meet the academic needs of the gifted student.

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

# 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>
Curriculum Night	<ul style="list-style-type: none"> <li>All families</li> </ul>	Curriculum Night: Sept. 24  Ongoing (weekly or monthly) communications home from teachers		Communicate to parents math expectations in terms of the standards; how we will assess; summarize how the Every Day math curriculum works; inform parents of the components of the Every Day math curriculum.
Provide math resources to parents/communicate regularly with families	<ul style="list-style-type: none"> <li>All families</li> </ul>	Ongoing through the year.	Teachers; our parent webmaster	Use our parent-run website to provide math resources (e.g. a link to math games; link to math letters) to parents. Family letter = written communication describing mathematical content, lesson goals, ideas for home support. Home Link = Nightly homework designed to invite family support and continued student learning.
Family Game night	<ul style="list-style-type: none"> <li>All families</li> </ul>	Winter 2009	Parent Volunteers /PTA	Parents will organize a night where students come to the school to play games which will reinforce math skills, strategy/critical thinking, and reading skills. Math games will be one component of this night. Students may play games they already know and will also learn new games.

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

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Integration of Technology

**Lead Responsibility:**

Classroom teachers, technology specialist.

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

2<sup>nd</sup> Grade: 100% of all 2<sup>nd</sup> graders will complete (with a 3 or 4 grade) an autobiographical Power Point presentation.

3<sup>rd</sup> grade: 80% of students will type 10-15 words per minute with 90% accuracy.

3<sup>rd</sup> Grade: 90% of students will create an EXCEL graph and be able to explain the data. 90% of third graders will meet or exceed standard on this goal.

4<sup>th</sup> and 5<sup>th</sup> Grade: 90% of all 4<sup>th</sup> graders will complete (with a 3 or 4 grade) a research project that incorporates social studies topics (Washington State history (4), colonial America (5), research skills, internet integration skills, and writing skills.

5<sup>th</sup> grade: 85% of students will type 30-40 words per minute with 90% accuracy.

#### 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
Please provide a brief title of the strategy	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)	When will this strategy be employed at your school?	Who is responsible for carrying out this strategy?	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.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Collaborate with classroom teachers. Students have technology for a week, every 3 weeks	<ul style="list-style-type: none"> <li>• All</li> </ul>	Ongoing. Collaboration with specific teachers occurs as the class has the specialist: 40 minutes per day for a week, every 3 weeks.	Technology specialist (David Zwiren); classroom teachers	Technology specialist will collaborate with regular classroom teachers to enhance classroom learning as well as learning new technology skills. The point is to use increase skills using technology.
Integration of topics already being taught in regular classroom	<ul style="list-style-type: none"> <li>• All</li> </ul>	Ongoing	Technology specialist (David Zwiren); classroom teachers	Technology is not a stand-alone. The value of technology is to use it as a tool across curricular areas and to realize how it can improve whatever area a student is learning, whether it be reading, writing, science, social studies etc. The technology class provides a venue for integrating technology across curricular areas.
Direct Instruction	<ul style="list-style-type: none"> <li>• All</li> </ul>	Ongoing	Technology teacher (David Zwiren)	David Zwiren will provide direct instruction in technology tools, resources.
Peer to Peer tutoring and demonstration	<ul style="list-style-type: none"> <li>• All</li> </ul>	Ongoing	Highly skilled students; technology teacher (David Zwiren)	Students who are highly skilled in technology will assist other students. This improves the learning of the students being tutored and deepens the skill/knowledge of the student tutor simultaneously. It has the side effect of learning how to work together to solve a problem or complete a project.

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

# 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?*

<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>
Type to Learn software	All (3 <sup>rd</sup> graders, 5 <sup>th</sup> graders)	Technology specialist	Typing speed and accuracy. Data will be used to develop lesson plans (e.g. if more time should be devoted to this skill)
Portfolio product (Power Point autobiography)	All 2 <sup>nd</sup> graders	Technology specialist	<ol style="list-style-type: none"> <li>1) Provide feedback on students' writing skill</li> <li>2) Students Ability to use Power Point to present information/skills learned</li> </ol>
Portfolio Product (Creating, interpreting graphs using EXCEL)	All 3 <sup>rd</sup> graders	Technology specialist	<ol style="list-style-type: none"> <li>1) Ability to use EXCEL software to create graphs</li> <li>2) Interpret graph and explain and make predictions on gathered data.</li> </ol>
Research project using regular classroom social studies curriculum (Washington State history (4 <sup>th</sup> ) colonial American (5 <sup>th</sup> ), using internet and technology tools	All 4 <sup>th</sup> graders All 5 <sup>th</sup> graders	Technology specialist Classroom teachers	<ol style="list-style-type: none"> <li>1) Ability to use internet and technology resource</li> <li>2) Students skills in writing</li> </ol>

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

# 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?*

<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>	
Grade level planning with tech specialist	Classroom teachers (grades 2 – 5) and tech specialist	Once every 3 weeks at minimum	Classroom teachers will communicate with the technology specialists prior to the students having the tech. class which is on a 3 week rotation schedule.

**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?*

<b>Strategy</b>	<b>Targeted Families</b>	<b>Timing</b>	<b>Lead to Implement Strategy</b>	<b>Description</b>
<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>
Curriculum Night	<ul style="list-style-type: none"> <li>Families with children in grades 2-5</li> </ul>	Sept. 24, 2008	David Zwiren	Parents will be provided with an overview of the technology program at Lafayette and will be informed of the specific projects that students will be accomplishing throughout the year.
Website information	<ul style="list-style-type: none"> <li>ALL</li> </ul>	Throughout the year	Ron Tongol, web master	Lafayette's technology curriculum is noted on the school website. This needs to be updated annually.

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

# 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>
Science	<p>Increase the percentage of student meeting standard on the 5<sup>th</sup> grade science WASL.</p> <p>Hold a school-wide science fair</p>	<p>Teach all science units. Make sure new teachers get the science training for all kits in their grade level. PTA supported Pacific Science Center Science On Wheels school-wide and classroom presentations (Rock and Roll is the theme this year.) We will hold a K-5<sup>th</sup> grade science fair this year. Each classroom will present either individual or classroom science projects.</p>
Citizenship	<p>Decrease bullying behaviors; increase acts of kindness</p>	<p>1) We will enforce school-wide rules against bullying. 2) We will utilize our 3 day per week counselor (a first for Lafayette) to assist in reaching our goal. 3) Establish and communicate student norms around safety, truthfulness, sportsmanship, respect, and stewardship. 4) Continue our "Kindness Coupon" program to encourage the frequency of desired behaviors and to provide intrinsic rewards as well as public recognition of acts of kindness. 5) Continued use of Second Step Program (k-2) and Steps To Respect (3-5) curriculum as well as teacher-designed citizenship strategies (e.g. classroom meetings, Virtues Project units).</p>
Music/Arts/Drama	<p>Lafayette believes that a complete education includes exposure in the arts. In grades K-5 students receive instruction in fine arts (drama, music, visual arts). Additionally instrumental music is available to students in grades 4, 5.</p>	<ol style="list-style-type: none"> <li>1. Increased instrumental music time by half a day (building supported).</li> <li>2. Drama production – performances February 2 – 7</li> <li>3. Lafayette will provide fine areas instruction in grades K-5 and instrumental music instruction in grades 4, 5. Additionally we will provide students the opportunity to participate in before and after school activities such as drama and chorus.</li> </ol>

## 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
Physical Education	Lafayette will pilot the new 5 for Life curriculum	Explicit instruction in the curriculum areas (health ed.) that will be assessed. Practice with physical skills that will be assessed.

## 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
Math/reading	Small Group tutoring	Maximum allowed by contract: \$22,540	yes	PTA and building budget	
Technology	Continue funding of a technology specialist for PCP time	\$76,419	yes	Building budget	
Arts: instrumental music	Increase instrumental music time due to large number of students involved in this program	\$8,552	yes	Building budget	
Math/reading	Observing in other classrooms; attending self-selected workshops	\$27,690	yes	I-728 funds	

**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
Lafayette PTA	Very active parent, teacher association provides funding for our tutoring program (support reading, math goal)	Once a year	\$14,650		
Lafayette PTA	Funding for library materials (support reading goal)	Once a year	\$500		
Lafayette PTA	Funding of AR tests (supports reading goal)	Once a year	\$500		
Lafayette PTA	Funding of computer lab maintenance	Once a year	\$3,000		
Lafayette PTA	Funding for fine arts materials	Once a year	\$1,000		
Lafayette PTA	Funding for misc classroom expenses	Once a year	\$350 per classroom		
Lafayette PTA	Funding for arts enrichment assemblies	Once a year	\$2,000		

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