

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Lawton Elementary

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September 2008



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Revision History

Revision Number	Date	Comments
Revision 1	11/5/08	Per Instructional Director, revisions reflect more specificity in SMART Goals at each of the different grade levels as well as clarifying specifics in strategies and descriptions.
Revision 2	November 12, 2008	Edits by Office of School Improvement
Revision 3	December 9, 2008	C-SIP Peer Reviews
Revision 4	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.

Lawton learners are kind, respectful, responsible, and are achievers. The Lawton School Community is committed to meeting the diverse needs of students. We support and encourage students’ creative expression and critical thinking skills through an inclusive and integrated education that provides both guided practice and independent exploration.

We are committed to preparing our students to contribute positively to a diverse, multicultural society by: developing fundamental academic knowledge: creating and infusing literary and artistic work into the daily program; applying and testing problem-solving strategies; incorporating pro-social , self-management and collaborative learning strategies throughout the day.

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 data in Math, 8 fifth graders, 14 fourth graders and 11 third graders did not meet standard.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. Goal to increase/sustain the percentage of students meeting or exceeding math standards in 3rd, 4th, and 5th grade to 85+%: <ul style="list-style-type: none"> ○ 3rd Grade: 84% to 90% ○ 4th Grade: 72% to 85% ○ 5th Grade: 81% to 90% • This includes moving our 17 Level 1 students to at or above grade level standard, as well as continually addressing our Level 3 and 4 students on the 2009 WASL in math. • In order to meet this goal, Level 1 and 2 students will be identified through our (Student Intervention Team) process and will receive specific math instruction through our LAP (Learning Assistance Program) as well as tutoring and re-teach delivery of service. • All students K-5 will receive additional instruction time in math through the math block schedule.
2	Based on our 2008 WASL data in Reading, 4 fifth graders, 10 fourth graders and 8 third graders did not meet standard.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. Goal to increase/sustain the percentage of students meeting or exceeding reading standards in 3rd, 4th, and 5th grade to 90+%: <ul style="list-style-type: none"> ○ 3rd Grade: 88% to 90% ○ 4th Grade: 80% to 90% ○ 5th Grade: 91% to 95% • This includes moving our 8 Level 1 students and 13 Level 2 students to at or above grade level

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
		<p>standard, as well as continually addressing our Level 3 and 4 students on the 2009 WASL in reading.</p> <ul style="list-style-type: none"> • In order to meet this goal, Level 1 and 2 students will be identified through our (Student Intervention Team) process and will receive specific reading instruction through our LAP (Learning Assistance Program) as well as tutoring and re-teach delivery of service. • All students K-5 will receive a Balanced Literacy program through a 90 minute block schedule.
3	Based on our 2008 WASL data in Writing, 14 fourth graders did not meet standard.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. Goal to increase/sustain the percentage of 4th grade students meeting the reading standard from 72% in 2008 to 85+% in 2009. This includes moving our Level 1 and 2 students to at or above grade level standard, as well as continually addressing our Level 3 and 4 students on the 2009 WASL in writing.

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

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	From the years 2000-07, Lawton Learners have made a progressive and upward trend of improvement on the math WASL ranging from 56% of 4 th graders meeting standard in 2000 to 91% of 4 th graders meeting standard in 2007. However, the 2008 WASL results in math dipped down to 72%, which makes us reflect on our current and collective classroom practice. With the newly adopted Everyday Math program, math continues to be a major focus for our school.	Our goal is to increase/sustain the percentage of students meeting math standard in 3 rd , 4 th , and 5 th grade to 85+% in all three grades: <ul style="list-style-type: none"> • 3rd Grade: 84% to 90% • 4th Grade: 72% to 85% • 5th Grade: 81% to 90% This includes moving our 17 Level 1 students to at or above grade level standard, as well as continually addressing our Level 3 and 4 students on the 2009 WASL in math.
Reading	Beginning in 2004, Lawton Learners achieved over 90% of all 4 th graders meeting or exceeding standard. This trend persisted until the 2007 school year and dipped in 2008 to 80%. We believe that reading proficiency will be the pathway of success for all our students as they access information in all subject areas. As a school, we want to continually address best teaching practices to achieve reading success for all our students.	Our goal is to increase/sustain the percentage of students meeting reading standard in 3 rd , 4 th , and 5 th grade to 90+% in all three grades: <ul style="list-style-type: none"> • 3rd Grade: 88% to 90% • 4th Grade: 80% to 90% • 5th Grade: 91% to 95% This includes moving our 8 Level 1 students and 13 Level 2 students to at or above grade level standard, as well as continually addressing our Level 3 and 4 students on the 2009 WASL in reading.
Writing	WASL trend data in Writing for 4 th graders have shown us that this is an area that has not increased with the same success as Reading and Math. Although our student performance is traditionally higher than District and State totals, we believe that our writing should be more aligned with our reading scores.	Our goal is to increase/sustain the percentage of 4 th grade students meeting the writing standard from 72% in 2008 to 85+% in 2009.

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

SECTION 1: OVERVIEW

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

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

Lawton Elementary's school plan aligns with the District's strategic plan as we address the following goals over the next five years:

- 88% of 3rd grade students will meet or exceed reading standards
- 80% of 7th grade students will meet or exceed math standards

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?

Lawton is an inclusion-model school that mainstreams all our students, both Special Education and Spectrum (District-identified Advanced Learners). While our SIT (Student Intervention Team) process helps focus our attention and identify students who are performing below grade level standard, it is imperative that we are continually offering our high achieving students instruction that is both rigorous and relevant.

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"> Building Leadership Team (BLT) includes 12 members: six staff member representatives (Principal, Teachers representing Grade K/1, 2/3, 4/5, Specialists, and Classified Staff) and six Parent representatives (two Grade K-2 reps, two Grade 3-5 reps, Special Needs, Community-at-large member). The BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parent/community, students, Instructional Directors (IDs).
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> C-SIP goals/strategies/activities include input from BLT; six parents serve on BLT C-SIP major focus areas will be shared to the PTA Board (December 5, 2008).
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

Topic	Description
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	<p>Central Office provides instructional / content coaches in academic areas of need.</p>
<p>How were parents notified of the school's Parent Policy?</p>	<p>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.</p>
<p>What are the district's responsibilities in this process?</p>	<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

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

Our goal is to increase/sustain the percentage of students meeting math standard in 3rd, 4th, and 5th grade to 85+% on the 2009 WASL in math:

- 3rd Grade: 84% to 90%
- 4th Grade: 72% to 85%
- 5th Grade: 81% to 90%

This includes moving our 17 Level 1 students to at or above grade level standard, as well as continually challenging our Level 3 and 4 students.

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>
Pace math instruction at a rate that increases rigor and frequency of core content areas	<ul style="list-style-type: none"> • All Students K-5 	Daily	Principal	Staff K-5 will be expected to plan and implement math instruction and on-going frequent assessment according to the EDM (Everyday Math) pacing guide.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify Level 1 and 2 students through our SIT process to tier our levels of support for the students	<ul style="list-style-type: none"> • 3rd – 5th Grade 	Annually	Principal/LAP teacher	Small group tutoring through our LAP teacher will provide extra support in math. Tutors will be guided and trained by the classroom teachers to provide extra practice and additional EDM help for our most needy students.
Create math block and grouping to provide Spectrum and Level 4 students 6 th grade CMP (Connected Math Program) instruction	<ul style="list-style-type: none"> • 5th Grade 	Daily	Spectrum Staff	Delivery of CMP for Spectrum students as well as Level 4 students who have proven proficient in 5 th grade math standards.
Analyze student work and assessment data in order to guide instruction	<ul style="list-style-type: none"> • All Students K-5 	2 times/Month	Principal	Regular and frequent analysis of student work and assessment data by all classroom teachers and support teachers allows for peer collaboration, which will improve mathematical instruction and student achievement.
Provide an extended day for students who need extra instruction in math	<ul style="list-style-type: none"> • 3rd – 5th Grade 	1 time/Week	Tutor Staff	Before/After school opportunity for students who have been identified as needing extra help for math.

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?

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	1 st – 5 th Grade students will be assessed in the Fall, Winter and Spring	Principal, School-based Math leaders	Teaching staff will use the Fall Baseline data, Winter and Spring assessments to monitor student progress. Staff will use the data to inform and guide their instruction in a collaborative manner. Data will also be used to help target students and develop learning plans for students not meeting grade level standard.
EDM Unit Previews and End of Unit Assessments	All students K-5 will be assessed at the beginning and end of each EDM unit throughout the year.	Principal, Teaching Staff	Teaching staff will use the EDM Unit Assessments to target specific deficit skills that students need in order to achieve grade level standard. Assessments will also help teaching staff develop instructional plans.
WASL	3 rd - 5 th Grade	Principal	The WASL (Washington Assessment of Student Learning) provides the principal, teaching staff, students and families with individual assessment data as well as school-wide trends.

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?

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>	
Grade Level Teams	All Staff, K-5	1-2 times/month, 1 hour each session	Regular Grade Level meetings will give classroom teachers an opportunity to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues to improve math instruction.
District Directed Math PD	Lawton and Blaine K-8	4 times/year, 1.5 hours each session	Teachers will meet periodically to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues to improve math instruction.
Staff Meeting PD	All Staff, K-5	1-2 times/month, 1 hour each session	Discussion and analysis of state standards for alignment with EDM curriculum; increased awareness of content and process standards; and vertical alignment across the grade levels.

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>
Communicate with families via class newsletters and EDM family letters and study links	<ul style="list-style-type: none"> All Families K-5 	Per unit study	Teaching Staff	Regular written communication describing the mathematical content, lesson goals and ideas for home support. Daily homework invites family support to the student.
Create on-line resource for students to access EDM-related activities	<ul style="list-style-type: none"> All Families K-5 	Daily	Teaching Staff	The teaching staff registered every student so that students can access EDM activities on-line from school or home. The teaching staff can then access the student data to monitor student progress.
Celebrate and encourage math through a family math night	<ul style="list-style-type: none"> All Families K-5 	Annually	PTA Chair	Evening event is designed to increase enthusiasm, awareness and understanding of math-related games. Students learn the games in their classrooms and then teach the adults throughout the event.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: READING

Lead Responsibility:

Principal

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

Our goal is to increase/sustain the percentage of students meeting reading standard in 3rd, 4th, and 5th grade to 90+% on the 2009 WASL in reading:

- 3rd Grade: 88% to 90%
- 4th Grade: 80% to 90%
- 5th Grade: 91% to 95%

This includes moving our 8 Level 1 students and 13 Level 2 students to at or above grade level standard, as well as continually challenging our Level 3 and 4 students.

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 a data-driven, comprehensive literacy instructional program	<ul style="list-style-type: none"> • All Students K-5 	Daily	Teaching Staff	All Reading Staff will implement a blocked 90 minute balanced literacy approach to reading that includes: guided reading, independent reading, skills instruction, comprehension practice, word analysis, interactive read-alouds, shared reading/writing/literature circles.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify students through our SIT process to tier our levels of support for all the students	<ul style="list-style-type: none"> All Students K-5 	Annually in the Fall	Teaching Staff	Students are identified by the teaching staff according to their reading level.
Create reading block and grouping to provide appropriate grade level instruction	<ul style="list-style-type: none"> All Students K-5 	Daily	Teaching Staff	Student groups are fluid, designed to address student needs and are responsive to the instructional level of the student.
Identify students below grade level to provide individualized instruction	<ul style="list-style-type: none"> Kindergarten students 	Daily	Principal, Teaching Staff	Tutor is assigned to the Kindergarten classrooms in order to address students who need extra support.
Identify students below grade level to provide individualized instruction	<ul style="list-style-type: none"> 1st – 2nd Grade 	1 time/week	Principal, Teaching Staff	Reading tutor works with a small group of students to help increase word recognition, fluency and comprehension.
Identify students below grade level to provide individualized instruction	<ul style="list-style-type: none"> 3rd – 5th Grade 	1 time/week	Principal, LAP teacher	Small group tutoring that will provide extra support in reading.
Maintain readinga-z.com resource to complement leveled libraries	<ul style="list-style-type: none"> All Students K-5 	Weekly	Principal, Teaching Staff	On-line reading resource complements leveled library so that students have more resources to develop literacy skills that are at their level.

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?

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	Grades K-2, Fall and Spring	Teaching Staff	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 CBA's (Classroom Based Assessments)	All Students K-5, per teaching unit	Teaching Staff	Whole class assessments designed to provide teachers data around students' ability to read text with accuracy and a high level of comprehension to assist in teacher planning.
WASL	3 rd – 5 th Grade	Principal	The WASL (Washington Assessment of Student Learning) provides the principal, teaching staff, students and families with individual assessment data as well as school-wide trends.

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?

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>	
Literacy Focus	Teaching Staff	Aug. 27-28, 2008	Two PD sessions were focused on Literacy. One was based on brain research and how students learn to read. The other session was around using the on-line resource to complement our leveled library.
Literacy Focus	Teaching Staff	Oct. 10, 2008	The Oct. 10 focus will be on Guided Reading and implementing a balanced literacy approach.

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>
Inform families of student literacy goals	<ul style="list-style-type: none"> • 1st- 5th Grades 	Sept. 25, 2008	Principal, Teaching Staff	Curriculum night is an opportunity to provide families with an overview of the grade level expectations for the year.
Inform families of student literacy goals	<ul style="list-style-type: none"> • K Students 	Oct. 3, 2008	Principal, K Teaching Staff	Open House format will invite Kindergarten families and offer an overview of the grade level expectations for the year.
Provide reading strategies to families through a Literacy Night event	<ul style="list-style-type: none"> • K Students 	Oct. 3, 2008	Teaching Staff	Kindergarten staff will lead and facilitate reading strategies to employ with emergent readers. Families will receive training, resources and games to connect home to school.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: WRITING

Lead Responsibility:

Principal

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

Our goal is to increase/sustain the percentage of 4th grade students meeting the writing standard from 72% in 2008 to 85+% in 2009 on the WASL writing section.

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 	Once every two weeks	Teaching Staff	Continue instructional emphasis on the writing process. Focus will continue to be on content, conventions and organization as evidenced by the 2008 WASL data.
Investigate and implement Lucy Calkin's Writer's Workshop	<ul style="list-style-type: none"> K- 2nd Grades 	Once a week during a unit of study	Principal	Explore the Writer's Workshop program, implementing a pilot program in various grade bands.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue use of NUA (National Urban Alliance) strategies to help students through graphic organizers	<ul style="list-style-type: none"> All Students K-5 	Daily	Teaching Staff	Teaching staff will provide students with graphic organizers and other NUA strategies to improve writing skills.

Note: Please delete or add rows as necessary.

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
What is the assessment instrument and/or method (e.g. classroom observation)?	Which students will be assessed and how frequently?	Who will be responsible for administering the assessment and collecting and reporting results?	What information do we expect the assessment to provide and what actions will be taken as a result?
Writing CBAs	All Students K-5	Principal, Teaching Staff	Teaching staff will bring student samples to evaluate across grade levels to monitor effectiveness of explicit teaching strategies. As a result of teacher collaboration, we will improve student outcomes.
Writing Celebrations	Participating classes (K-2) in Writer's Workshop	Teaching Staff	Writing celebrations allow students to showcase the writing process to their families while informing the classroom teacher of student writing progress so that students can move towards independent monitoring of their own writing.
WASL	4 th Grade	Principal	The WASL (Washington Assessment of Student Learning) provides the principal, teaching staff, students and families with individual assessment data as well as school-wide trends.

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?

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>	
Writer's Workshop	Teaching Staff	Aug. 26-27, 2008	Two PD sessions were focused on the Writer's Workshop modeled by a member of the teaching staff. One session was an overview of the program and the other was implementing and curriculum mapping.
Writer's Workshop	Teaching Staff	Mid-year, end year PD	Staff will revisit the Writer's Workshop implementation two more times in the year to monitor progress.

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 promote the learning community	<ul style="list-style-type: none"> Families of the Writer's Workshop students 	3 – 5 times/year	Teaching Staff	Writing celebrations allow students to showcase the writing process to their families while informing the classroom teacher of student writing progress.
Celebrate a school-wide focus on writing through Young Author's Day	<ul style="list-style-type: none"> All Families K-5 	1 time/year	Teaching Staff	Students publish and share one of their written pieces to a group of peers. The students select their writing sample and read aloud their work like an author. The audience in turn offers compliments and questions for the author. Many parent and community volunteers are part of the celebration.

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>
Implement a vocal music program	In the 2008-09 school year, a vocal music position has been established for all students K-5. Our goal for the program is to expose students to music theory and appreciation through Washington State standards.	Vocal music is provided to every student K-5 through PCP delivery. Students attend music class 2 – 3 times a week. Students will learn rhythm, pitch and tone as applied to musical scores.
Celebrate world cultures through annual World Fair	The goal of this annual event is to expose students K-5 to cultures outside the United States. Through the cultural study, students learn to appreciate peoples and places and respect differences as well as similarities. The World Fair also allows students to showcase their classroom work across all the disciplines: Literacy, Math, Geography, Social Studies, Music and Art.	The teaching staff will use library resources (at school and home) to promote research and data collection. Students will apply literacy skills to a country or continent study to complete a project or assignment. Students will also be exposed to different cultures through school-wide performances and assemblies.
Support and engage students in science via a Science Fair	The Science Fair is an annual event that focuses the importance of science education. 100% participation is always the goal of this event. Students practice and experiment with the scientific method and present their research. Students apply several disciplines via their science experiment. The event is also designed to engage families as they celebrate student achievement.	The school sets a theme for the annual science fair. Teachers support the effort by providing time and resources for students to explore scientific inquiry. The expectations for the event are clearly explained in the science fair packet. The PTA provides materials for every student to encourage 100% participation.

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Model and demonstrate the Rights and Responsibilities for every student at Lawton	It is expected that students exercise their Rights and Responsibility as a Lawton Learner. These rights are focused on academics as well as social/emotional needs. This is to be modeled by the teaching staff and reinforced through a common language.	To achieve this goal, a school-wide assembly was dedicated to this topic. Literature was also posted in the hallway and parts of the school. Common language is also used when applicable to reinforce the goals.
Model and demonstrate the importance of Inclusion	Lawton is an inclusion school that balances general ed., special needs and advanced learners into the classroom. We believe students will learn empathy and develop a capacity of understanding in an inclusive environment.	All students are mainstreamed in the general education classroom. Resource staff support the teaching staff and strategically implement and model strategies for all students to benefit. On-going discussion is presented to the teaching staff and parent body to set the importance of inclusion.
Create a school environment that values resource management	Lawton will continue Green School efforts through District initiatives. 2008-09 school year will open another branch of the Lawton Green Team to encompass more family engagement. Through teacher, parent and student effort, the Green Team will create awareness as well as capacity to understand our local impact on a more global scale. Students will continue to serve as recycle and compost stewards at the school and explore new opportunities to impact the community around the school.	Teacher leaders will meet monthly to plan and execute school-wide efforts around reusable energy. Students are encouraged to join our "Walking School Bus" program at least two days a week. Opening the Green Team meeting to a broader parent community will also allow more membership that will result in more exposure and action towards local and global issues.

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
Reading	Identify students who are performing below grade level and offer small group tutoring	\$18,000	Y	Baseline/PTA	
Reading	Purchase and procure leveled reading resource for all teaching staff.	\$1,200	Y	PTA	
Reading/Math	Identify 3 rd – 5 th Grade students performing below grade level in reading and math and offer LAP (Learning Assistance Program) services	\$11,667	Y	Baseline	
Math	Replenish math materials and supplies for EDM program, allowing students to have a complete math experience	n/a	Y	SPS	
Math	Offer a family math night to solidify math concepts for students as well as engage families	\$1,000	Y	PTA	
Writing	Purchase and procure Writer’s Workshop materials as well as offer PD opportunities	\$8,000	Y	Baseline	

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
Lawton PTA	The Lawton PTA is a dynamic group that is solely focused on the students and school-wide efforts and initiatives. PTA is open to all families and participation is highly encouraged. The PTA Board is a very dedicated group with a vested interest in the school. In addition to Arts and Enrichment opportunities and school-wide events that are very well attended, the PTA is committed to the academic needs of the school. Because of the generosity of our parent body and the thoroughly student-focused mission of the PTA board, Lawton benefits from programs such as small group reading tutors, curricular supplies for the classroom and teaching staff, as well as extended learning opportunities through fieldtrips. The Lawton PTA also helps provide safety supervision both on our playground and street corners.	Board meets 1 time/month	PTA	n/a	All year
SSIA (Successful Schools In Action)	SSIA 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/Magnolia neighborhoods of Seattle include: Coe, John Hay, Lawton, Catharine Blaine K-8, McClure Middle	Board meets 1 time/month. This board includes the Principal of each building	n/a	SSIA	Since 2004

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
	School, The Secondary Bilingual Orientation Center and the Center School (highschool). 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 programs include Debate Club for 4 th and 5 th Grade students, Tutoring K-5 and Collaborative Teacher Conversations amongst the seven schools.				
Lawton Boys and Girls Club	The Lawton Boys and Girls Club is a partnership that has existed since the building was remodeled in 1990. Attached to the main building, the pre-school students often times feed into Lawton and it becomes a seamless transition. As well, many of the Lawton students access the club for before and after school services. The school and the Boys and Girls Club work together as a team whenever possible. Resources are shared between the two centers and there is a collaborative approach between the two staffs. The partnership also extends into student academics, as the school will provide a space for homework clubs. The two staffs also work together to ensure academic success for the students.	Daily	n/a	n/a	1990 - present