

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Loyal Heights Elementary

Cashel Toner

9/30/2008



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Revision History

Revision Number	Date	Comments
1	9-15-2008	First Draft
2	10-20-08	Revisions after goal setting meeting
3	10-30-08	Edits by Office of School Improvement
4	12-3-08	Revisions prior to C-SIP presentation
5	12-11-08	C-SIP Peer Reviews
6	1-6-09	Revisions after C-SIP presentation
7	1-6-09	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

Loyal Heights is a community of learners, growing together. We are committed to building a collaborative school culture focused on instruction and student academic achievement. Learning is built on quality instruction and the active participation of learners. We are committed to cultivating self-motivated learners through challenging instruction to encourage children to explore their world and develop multiple solutions for complex problems. We are committed to providing a variety of ways for children to express themselves, and we strive to support the development of the “whole child” by cultivating citizenship, responsibility, and collaboration. Successful schools build strong, collaborative community partnerships. At Loyal Heights we also strive to nurture family and community involvement. We offer rich, integrated learning experiences that incorporate a variety of modalities and practices including differentiated instruction to address all learners, high leverage teaching moves, and purposeful relationships with our students. We understand that children learn best when basic human needs are fulfilled. We are committed to creating a school where children feel loved and feel safe at school. We purposefully recognize and celebrate student achievement to foster a school culture where students feel safe, respected and successful. Students at Loyal Heights will flourish academically, attaining high levels of achievement, using District and State standards as evidence. Every student achieves, everyone is accountable!

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	Math WASL data from 2007 and 2008 indicates that students achieving at Level 1 and Level 2 in 3 rd grade did not meet standard in 4 th grade.	<ul style="list-style-type: none"> We have set a S.M.A.R.T. goal to increase the percentage of students meeting math standard in the 4th grade from 83% (3rd grade WASL data, 2008) to 91%, which includes moving five students from Level 1 to Level 2 and five students from Level 2 to Level 3 as indicated by the 2009 3rd grade WASL data. In order to meet this goal, all Level 1 and Level 2 students (data collected from 3rd, 4th and 5th grade WASL)will participate in small group or individual tutoring in addition to their 90-minute math instructional block. Also, teachers and students will receive instructional support from our .5 math specialist.
2	Nearly all 3 rd grade students met meeting reading standards as indicated by the 2008 3 rd grade WASL data showing three students scored at	<ul style="list-style-type: none"> We have set a S.M. A.R.T. goal to increase the percentage of students meeting the reading standard from 88% (3rd grade WASL data) to 95% on the 2009 4th grade WASL, which includes moving three students form Level 1 to Level 2, and four students from Level 2 to Level 3; we also will focus on moving nine students from Level 3 to Level 4. In order to meet this goal, students who scored at Level 1 or 2 on their 3rd grade WASL will participate in small group and/or individual tutoring in addition to their core literacy instruction.

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

SECTION 1: OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	Level 1 and four students scored at Level 2 while 27 met standard at Level 3 and 26 students scored above standard at Level 4.	<ul style="list-style-type: none"> • In order to monitor progress toward this goal, teachers will administer common assessment tools and use the data teams protocol to inform instructional practices. • All students will continue to participate in a minimum of 90 minutes of literacy instruction each day. • By creating specific Advanced Learning Opportunity Plans for our advanced learners all students academic levels will be challenged.
3	Data analysis for Loyal Heights shows that 90% of our students met the 4 th grade WASL standard for writing in 2008, while in the area of Content, Organization and Style only 70% of our 4th grade students met standard. More specifically, two students scored at Level 1 and 11 students scored at Level 2, while 34 met standard at Level 3 and 13 scored above standard at Level 4.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal to increase student writing performance on the 4th grade WASL from 78% (2008) to 88% as measured by the 2009 WASL. Spring 2008 data indicates that two students scored at Level 1, 11 students scored at Level 2, 34 students met standard at Level 3 and 13 students scored above standard at Level 4. . • Education research indicates that the essential components of effective reading and writing instruction involve: explicit instruction and practice, clear teaching points, high expectations, clear standards and continuous evaluation, variety of reading and writing genres and purpose, daily reading and writing, balance of whole/small/and individual groups, instruction at the “just right level”, and Writer’s Workshop Model. We will continue to focus our professional development for teachers for the 2008-2009 school years on deepening our instructional practice in teaching the Writer’s Workshop curriculum • Classroom based assessment will be administered to insure adequate yearly progress is being made.

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
<p>Mathematics</p>	<p>Assessment data and staff analysis indicates that students' major area for growth is in the conceptual understanding of number sense (65% met standard) as compared to mathematical processes (solves problems/reasons logically) where 85% met standard as evidenced on the 2008 4th grade WASL. Research clearly indicates that classrooms with a strong emphasis on the internal construction of knowledge produce student achievement that consistently reflects development of more powerful number sense, better estimation skills and superior algebraic reasoning than that of their counterparts in classrooms that focus on basic skills.</p>	<p>Increase/sustain the percentage of students meeting math standard in the 3rd, 4th and 5th grades to 90+% by specifically moving 4th graders from 83% (3rd grade WASL data) to 91% on the 2009 4th grade WASL and 5th graders from 75% (4th grade WASL data) to 90% on the 5th grade WASL. This includes sustaining the number of current 4th and 5th grade students at standard (95%) and moving nine students from Level 1 to Level 2 and sixteen students from Level 2 to Level 3 which will be indicated by the 2009 WASL data.</p>

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

SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing This Major Area	S.M.A.R.T. Goal
<p>Literacy - Reading</p>	<ul style="list-style-type: none"> At Loyal Heights, our data indicates strong literacy instruction as evidenced by the number of students meeting or exceeding standard, but not ALL of our children are performing at standard. Our 2008 WASL data shows 88% in 3rd grade, 88% in 4th grade, and 92% in 5th grade met or exceeding standard. Education research indicates that the essential components of effective reading and writing instruction involve: explicit instruction and practice, high expectations, clear standards, continuous evaluation, a variety of reading and writing genres and purpose, daily reading and writing, response to and from others, balanced/whole/ small and individual groups and instruction at the “just right” level. 	<p>Increase/sustain the percentage of students meeting reading standard in 3rd, 4th, and 5th grades by increasing the number of students meeting standard on the 3rd grade Reading WASL from 88% to 95 %; 4th grade from 88% to 95%; and 5th grade from 92% to 100%. We will be moving three Level 1 students to Level 2 and four Level 2 students to Level 3 (3rd grade cohort group data) which will be measured by the 2009 4th grade WASL, and by moving seven Level 2 students to Level 3 (4th grade cohort group data) which will be measured by the 2009 5th grade WASL and by specifically targeting our under-performing students.</p>
<p>Literacy - Writing</p>	<p>Loyal Heights 4th grade WASL reading and math scores are consistently higher than our 4th grade writing WASL data. Our 4th grade WASL scores have ranged from 68% to 78% during the years 2006 – 2008. We continue to be a designated project school in cooperation with Columbia Teachers College. This curriculum is effective in delivering culturally relevant lesson design and in creating relationships.</p>	<p>Eliminate disproportional achievement and increase student writing performance on the 4th grade WASL from 78% (2008) to 88% as measured by the 2009 WASL. Spring 2008 data indicates that two students scored at Level 1, 11 students scored at Level 2, 34 students met standard at Level 3 and 13 students exceeded standard at Level 4.</p>

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

SECTION 1: OVERVIEW

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

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

Loyal Heights' plan specifically addresses the following Seattle Public Schools District's Strategic Plan Goals:

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

1. By increasing the percentage of students meeting/exceeding reading standard to 90+%, we will be addressing the District goal of all 3rd grade students reading at grade level and all 10th grade students passing WASL math, reading, and writing.
2. By increasing the percentage of students meeting/exceeding math standard to 90+%, we will be addressing the District goals of all 7th graders ready for algebra in 8th grade.

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

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

While ensuring high levels of instruction for ALL students, at Loyal Heights we strive to specifically identify and meet the needs of both students below standard (L1-L2) and students above (L4) students in an effort to provide high-quality individualized interventions and enrichment.

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	Our Building Leadership Team (BLT) includes 2 classroom teachers K-2, two classroom teachers 3-5, one certificated specialist (art, music library P.E. Sp.Ed. representative)one SEA classifies representative, and 2 parent representatives. Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT and 2parents serve on BLT. • C-SIP presented @ our curriculum night on 10/2/08 by our building principal and their input in our ongoing C-SIP refinement was taken. This event included parents for whom English is not their primary language
	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: Math

Lead Responsibility:

Principal / .5 Math Specialist

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

Increase/sustain the percentage of students meeting math standard in the 3rd, 4th and 5th grades to 90+% by specifically moving 4th graders from 83% (3rd grade WASL data) to 91% on the 2009 4th grade WASL and 5th graders from 75% (4th grade WASL data) to 90% on the 5th grade WASL. This includes sustaining the number of current 4th and 5th grade students at standard (95%) and moving nine students from Level 1 to Level 2 and sixteen students from Level 2 to Level 3 which will be indicated by the 2009 WASL data.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement uniform curriculum and pacing in every classroom K-5	<ul style="list-style-type: none"> All students 	Ongoing	Cashel Toner, Principal; Brandon Vaagsland, math specialist; all teachers	Classroom teachers have all participated in professional development to support the Everyday Mathematics curriculum and will use this curriculum with fidelity including unit assessments. Unit assessment data will be turned in to the Principal after each unit. Teachers will also use the SPS EDM pacing guides given at each grade level.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide explicit instruction on problem solving steps/strategies and computational fluency	<ul style="list-style-type: none"> All students 	On-going	Cashel Toner, Principal; Brandon Vaagsland, Math Specialist	Students will use common math problem solving steps and math writing frames K-5 as developed by the Loyal Heights teaching staff. Student work will show evidence that Mathematics Problem Solving Steps have been taught and students have followed them, including the ability to offer justification for their thinking. Teachers will analyze student work that focuses on mathematics problem solving and make appropriate instructional modifications as needed.
Increase student math skills to reach grade level expectation by identifying students achieving at L1 and L2 in order to provide double dose of instruction	<ul style="list-style-type: none"> Ten Level 1 and 2 students as indicated by 3rd grade WASL 15 Level 1 and 2 students as indicated by 4th grade WASL 	On-going	Cashel Toner, Principal; Brandon Vaagsland, Math Specialist; Loy Dahl, Special Education resource room teacher	Students who did not meet standard on their most recent WASL will participate in the school's tutoring program for 30 minutes per day up to 4 times per week. The tutoring program will serve as additional math instruction and students will also be in their classrooms for their core math instruction block.
Identify L4 students in order to provide differentiated instruction one grade level above	<ul style="list-style-type: none"> Advanced Learning Opportunities students 	Daily	Cashel Toner, Principal; Brandon Vaagsland, Math Specialist	Students who demonstrate advanced skills will receive math instruction to meet their needs. Math Specialist will work with classroom teachers to differentiate lessons for advanced learners. Classroom teachers will communicate progress by using appropriate report cards.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement consistent, uninterrupted 60-minute math blocks	<ul style="list-style-type: none"> • All students 	On-going	Principal, BLT	Teachers will create classroom schedules that support and protect a 60-minute mathematics instructional block; they will post their schedules inside/outside of their classroom doors.
Introduce and teach mathematics vocabulary using EDM curriculum and NUA strategies (word walls)	<ul style="list-style-type: none"> • All students 	On –going	Classroom teachers	Classroom teachers will create word walls, taxonomies, and thinking maps that are visible in classrooms for student reference. Students will be able to explain their thinking using math vocabulary words as evidenced by student work.

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>
Everyday math unit previews and unit assessments	As indicated by SPS EDM pacing guides	Classroom teachers	Teachers will use assessment data to reflect on their instructional practice and to inform instruction.
SPS Fall, Winter, and Spring Edusoft platform assessments	All students Fall, Winter, and Spring	Math specialist and classroom teachers	Teachers will use assessment data to reflect on their instructional practice and to inform instruction.
WASL	Grades 3-5	Principal Classroom teachers	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

Note: Please delete or add rows as necessary

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>	
Collaborative analysis of student data	Teaching staff	Once per month in grade level teams using the Data Teams model	Teachers will meet to collaboratively analyze student data from the assessments listed above. Based on their data, teachers will develop Classroom Action Plans based on student skills in identified GLE areas, monitor student progress by skill, and develop lesson plans and strategies to be implemented in their classrooms.
Continuous professional development to support Everyday Mathematics curriculum	All teachers	4 times per year, 2 hours per session: September 17 th October 22 nd January 28 th May 13 th	Training will be provided to teachers by math Teacher Leader with the following focus areas: assessment, deepening mathematics instruction, and best instructional practices.
EDM initial use professional development	All teachers	June 2007 2- day professional development session	All teachers participated in EDM initial use training in summer of 2008.

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>
Intentionally engage and educate families about our Everyday math curriculum	<ul style="list-style-type: none"> All families 	September 23 February 10 th	Principal; Math specialist	In order to inform parents/guardians about the EDM curriculum adoption we will have two family math nights. The first will focus on educating families about the EDM curriculum and how to help their child at home. The second math night will focus on learning EDM math games.
Actively inform community	<ul style="list-style-type: none"> All families 	On-going	Principal	Principal will write informational articles to post on our school website informing families about the EDM curriculum, how they can help their child, and other mathematics enrichment opportunities.
Student Learning Plan	<ul style="list-style-type: none"> Families of students not meeting standard in math 	Twice yearly	Classroom teachers	Parents and student will meet with teachers to review specific Student Learning Plan and address actions needed for student to achieve at grade standard in math.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Literacy – Reading

Lead Responsibility:

Principal

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

Increase/sustain the percentage of students meeting reading standard in 3rd, 4th, and 5th grades by increasing the 3rd grade Reading WASL from 88% to 95 %, 4th grade from 88% to 95%, and 5th grade from 92% to 100%. We will be moving three Level 1 students to Level 2 and four Level 2 students to Level 3 (3rd grade cohort group data) as measured by the 2009 4th grade WASL and by moving seven Level 2 students to Level 3 (4th grade cohort group data) as measured by the 2009 5th grade WASL, and also by specifically targeting our special education 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>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Provide a comprehensive literacy instructional program by implementing balanced literacy in all classrooms focusing on guided reading	<ul style="list-style-type: none"> All students 	On going 2008-2010	Principal; Classroom teachers; SPS Instructional Coach; Columbia Teacher's College	Guided reading and/or small group lessons will be used as a strategy to meet the needs of all learners. Instruction will focus on phonemic awareness, fluency, phonics, vocabulary, comprehension, cause/effect, inferring, predicting, summarizing, story elements, comparing/contrasting, analyzing, author's purpose and extending the text. Small group instruction will be used to differentiate the learning for the varying academic levels within the classroom.
Implement strategic class size reduction at the 1 st grade level during the 1 st grade reading block	<ul style="list-style-type: none"> Identified advanced learners with fall DRA scores higher than 24 	Ongoing	Librarian; 1 st grade team; Principal	Library teacher will teach a 1 st grade reading group of 1 st grade high achieving students during the 1 st grade reading block to lower class size for classroom teachers and to allow 1 st grade teachers an opportunity to focus on students who will benefit from their classroom teachers' expertise.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Implement automatic use of K-2 classroom libraries	<ul style="list-style-type: none"> • K-2 teachers 	Ongoing	Principal K-2 classroom teachers	All K-2 classrooms will set up independent reading routines and meet with each student to learn what excites them about reading and what skills and strategies they have in their reading repertoire. Both students and their parents will understand what their “just right” independent reading book levels are so that they may effectively practice, and strengthen the home-school connection to become life-long readers. By using the classroom libraries, every student can gain proficiency in reading, and in turn meet the academic benchmark of <u>every 3rd grader reading at level.</u>
Identify students who are below grade level (L1 and L2 and implement strategic tutoring intervention	<ul style="list-style-type: none"> • All students who are below standard 	October – June	Principal, classroom teachers, Resource Specialist	Classroom teachers will assess all students in September and write a Student Learning Plan for students who are below grade level. K-2 students will participate in Sound Partners individual or small group tutoring. Three to five students will participate in Read Naturally tutoring. All tutoring will be delivered in addition to core classroom literacy instruction. Students will show academic achievement gains as evidenced by the Classroom Based Assessments.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify above standard students and provide instruction one grade level above	<ul style="list-style-type: none"> All advanced learning designated students 	Ongoing	Principal, Cashel Toner; classroom teachers	Classroom teachers will identify students who are working above grade level and deliver accelerated and enriched learning opportunities designed to provide instruction one grade level above and address the unique needs of our students who participate in advanced learning opportunities in reading.
Implement components of balanced literacy in all classrooms	<ul style="list-style-type: none"> All students 	Ongoing	Principal, classroom teachers	Each component of balanced literacy will be incorporated in all classrooms, including interactive read-a-loud, shared reading, and a systemic approach to phonics/phonemic awareness/word work.

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>
Developmental Reading Assessment	1 st and 2 nd grade students in Fall, Winter, and Spring; 3 rd grade students who are below standard in Fall, Winter, Spring	Classroom teachers Principal Resource room teacher	1 st grade students who are above standard (24 in the Fall) are identified and grouped into our librarian's reading group. 1 st and 2 nd grade students who are below standard in the fall are identified for tutoring.
Kindergarten Inventory	All kindergarten students	Classroom teachers Principal	Using a graduated start to our school year, kindergarten teachers will meet individually with each kindergarten student to administer assessment tools giving teachers immediate baseline data to guide their practice.
Target population monitoring	Low-income and special education students, students of color	Principal Resource Specialist Student Intervention Team Classroom teachers	Teachers will monitor, in addition to all students, specific groups of students traditionally under-performing at Loyal Heights and reflect on student work and progress to adjust instruction.

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>	
Balanced Literacy	Principal Classroom teachers Special Education teachers	PD workshops Grade level meetings Early release Waiver	Classroom teachers and resource room teacher will participate in professional development to deepen understanding about implementing balanced literacy in their classrooms.
Alignment of reading assessments K-5	Principal Classroom teachers SSD literacy coach	PD workshops Grade level meetings Early release Waiver	Teachers will collaboratively determine which assessment tools are most informative and plan their use.
Professional Learning Communities	Classroom teachers	One per month for one hour	Teachers will have time once per month to collaboratively analyze student work.

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>
Progress Reports/Report Cards	All families	Quarterly and year round	Classroom teachers	Classroom teacher will complete the SPS report cards.
Parent Teacher Conference	All families	November, yearly	Classroom teachers	Teachers will meet with parents/guardians to conference and to review student progress and learning.
Student Learning Plan	All students not meeting standard in reading	Twice yearly	Classroom teachers	Parents and student will meet with classroom teachers to review specific Student Learning Plans to address needed actions for student to achieve at grade standard in reading.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Literacy-Writing

Lead Responsibility:

Principal, Classroom teachers, SPS Instructional Coach, Columbia Teacher’s College instructional support

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

Eliminate disproportional achievement and increase student writing performance on the 4th grade WASL from 78% (2008) to 88% as measured by the 2009 WASL. 2008 data indicate that two students scored at Level 1, 11 students scored at Level 2, 34 students met standard at level 3 and 13 students exceeded standard at Level 4. Classroom based assessment will be administered to insure adequate yearly progress is being made.

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 with continued implementation of the Writer’s Workshop model K-5 to explicitly teach, model, and guide students through the writing process	All students K-5	Ongoing	Principal, Cashel Toner; classroom teachers, SPS instructional coach, Columbia Teacher’s College	Teachers will follow the Writer’s Workshop units of study, K-2 and 3-5. Student writing will show an increase in skills in organization, word choice, voice, content, organization, and style. All classrooms will celebrate their student’s writing at the end of each unit of study and post student work in the halls/classrooms.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Common use of Columbia Teacher's College Writing Continuum to evaluate student work	All students	Ongoing	SPS literacy coach, Principal, classroom teachers	Teachers will continue to implement the CTC writing continuum to collaboratively evaluate student work and to identify student proximal zone of development (next teaching steps.)
Identify students who are below grade level (L1 and L2) and implement differentiated conferring practices	All students who are below standard	October – June	Principal Classroom teachers Resource specialist SPS Literacy Coach	Classroom teachers will assess all students in September and write a Student Learning Plan for students who are below grade level. K-2 students will participate in Sound Partners individual or small group tutoring. Three to five students will participate in Read Naturally tutoring. All tutoring will be delivered in addition to core classroom literacy instruction. Students will show academic achievement gains as evidenced by the Classroom Based Assessments.
Identify above standard students and provide instruction one grade level above	All advanced learning designated students	Ongoing	Principal Classroom teachers	Classroom teachers will identify students who are working above grade level and deliver accelerated and enriched learning opportunities designed to provide instruction one grade level above and address the unique needs of our students who participate in advanced learning opportunities in literacy.

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>
Classroom based assessments, on demand writing assessments and CTC continuum	All K-5 students	Classroom teachers SPS literacy Coach	Teachers will meet weekly in teams and bi monthly in PLCs to analyze student work, monitor growth, and adjust strategies.
Writing notebooks, on demand writing, student conferences	All K-5 students	Classroom Teachers SPS literacy Coach	Teachers will meet weekly in teams and bi-monthly in PLCs to analyze student work, monitor growth, and adjust strategies.
Target population monitoring	Students who are below 4 th grade standard as identified by the on demand assessments	SPS literacy Coach Classroom teachers	Teachers will monitor, in addition to all students, specific groups of students traditionally under-performing at Loyal Heights and reflect on student progress to adjust instruction.
WASL	4 th grade Students	Principal Classroom teachers	The Washington Assessment of Student Learning provides administration, classroom teachers, and families with individual assessment data as well as school-wide improvement trends.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District CTC training	All teachers	Waiver day and Day between semesters, 8 hours each day	Teachers will participate in district CTC writing workshop training to learn to better implement the writing workshop model and curriculum.
PLC groups	All teachers	Bi-monthly, year round	Teachers will meet bi-monthly in PLCs to analyze student work, monitor growth, and adjust strategies.
Early release targeted P.D.	All teachers	Monthly	Using both direct instruction models and small group reflection, teachers will evaluate the implementation of specific strategies with regards to student progress.

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>
Progress Reports/Report Cards	All families	Quarterly and year round	Classroom teachers	Classroom teacher will complete the SPS report cards.
Parent Teacher Conference	All families	November, yearly	Classroom teachers	Teachers will meet with parents/guardians to conference and to review student progress. Teachers will meet more often as needed for specific students.
Celebrate student work and enhance the learning community by inviting families to end of unit writing celebrations and Young Author's Day	All families	End of unit celebrations and Young Author's Day in spring	Classroom teachers	Teachers will set common celebration dates and communicate with families to invite them to classroom celebrations. Family participation will be encouraged in the Young Author's Celebration in spring.

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>
Arts	To provide students the opportunity to excel in theatrical arts, provide exposure to the artist in residence program, and to provide every classroom with at least one visual arts lesson per month.	<ul style="list-style-type: none"> • A student performance will be coordinated to offer all third through fifth grade students an opportunity to integrate literacy, communication skills, and positive interdependence and cooperation. • Artist in Residence Program • Art docent program
Culturally Responsive Teaching/Learning	To ensure that all families, regardless of race, ethnicity, socio-economic status, or proximity to the school, become active participants in their child's education. To form effective partnerships with all families to ensure that all students succeed in school.	<ul style="list-style-type: none"> • Staff will communicate frequently with families through notes, newsletters (minimum of one per month), e-mail, websites and/or telephone calls. The Equity Team will also provide professional development sessions for our staff at least three times per year. • Multicultural Enrichment through Spanish Classes
Multicultural Enrichment through Spanish Classes	To continue to offer a culturally-based Spanish Language program for grades K-5	Continue use of the Viva El Espanol curriculum K-5 with an intentional focus on cultures in addition to language.
Allergy Safe School	To create a school environment where all students are safe	All classroom teachers, tutors, student interns and staff will be trained in anaphylactic/food allergy emergency procedures.
Before and After School Enrichment	To offer students who are not achieving at standard in reading, math, and writing the opportunity to participate in after school club sign-ups in the fall; Homework Club, Book Club, Math Club, and Writing Club will be offered	Loyal Heights will continue to offer an after school club program that focuses on instruction and nurtures a variety of learning modalities and interests. Parent and community volunteerism will be an integral part of organizing and running clubs.
Science	To provide students the opportunity to excel in science	<ul style="list-style-type: none"> • Science Fair • Science writing/Notebooks

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Technology	To increase student and teacher technical skills by integrating technology into daily classroom instruction	By 5 th grade, students will be proficient at using Microsoft Word and PowerPoint, as well as the use of digital cameras and multimedia software. Additionally, students will have exposure to self-paced keyboarding using Alpha Smarts and Type to Learn 2.
Citizenship	To continue to increase our students' understanding and skills in the school-wide bullying intervention program.	Our anti-bullying curriculum will include Second Step for grades K-2, Steps to Respect for grades 3-5, and small group social skills taught by our counselor. Also, we will continue to use our Loyal Heights Bodacious Beaver awards to acknowledge student citizenship and academic achievements once per month.

Note: Please delete or add rows as necessary

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

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math / Reading	Identify below standard students in an effort to provide individualized interventions through LAP	\$4, 432	Yes	LAP	
Reading	Identify below standard students in an effort to provide individualized intervention through Sound Partners	\$10,000	Yes	Baseline Loyal Heights PTA	
Writing	Provide time for teachers to meet in grade level teams to review student work, plan curriculum, and hire substitute teachers to support Writer's Workshop	\$15, 000	Yes	Baseline Loyal Heights PTA	
Math / Reading	Identify students L2 (or below) in order to provide double dose EDM instruction – Small Group Tutoring (1:5 Ratio)	\$ 15,000	Yes	Baseline Loyal Heights PTA	
Math/Reading	After School Clubs	\$3,000	Yes	Loyal Heights PTA	

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
Ballard Food Bank	Family volunteers maintain vegetable gardens on our playground that produce organic vegetables that are donated to the Ballard Food Bank	Ongoing	NA		2007-present
Kid Links	Kid Links provides childcare on campus here at Loyal Heights	Ongoing	NA	NA	2000-2008
Boys and Girls Club	The North Seattle Boys and Girls Club provides off site child care for some of our students.	Ongoing	NA	NA	2000 - present
PTSA	The Loyal Heights PTSA works in cooperation with our school to provide additional funding aligned with our C-SIP.	Ongoing	NA	NA	2000-present

Note: Please delete or add rows as necessary