

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Northgate Elementary

Ed Jefferson

September 2008



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### Revision History

Revision Number	Date	Comments
1	10/30/08	Edits by the Office of School Improvement
2	11/24/08	Edits by the Office of School Improvement
3	12/2/08	C-SIP Peer Reviews
4	12/19/08	Edits by the Office of School Improvement

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

## SECTION 1: SCHOOL OVERVIEW

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

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

Northgate Elementary is a community of student, families, and staff that: 1) provides a welcoming environment that is safe, respectful, positive, and focused on academic achievement, 2) provides a supportive and respectful educational foundation that will springboard our students into academic achievement at all grade levels and beyond, 3) embraces respect for all cultures and strives to build relationships where all children succeed, 4) implements a rigorous, integrated curriculum where all children meet individual success, and 5) utilizes its resources to ensure student success.

### 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	Student referrals for major behavior infractions is decreasing	Celebrate successes and set climate goals to continue building a supportive learning environment where kids are respected, where they understand expectations, and where they achieve academic success. Continued partnership with Positive Discipline and SCHOOL-WIDE INFORMATION SYSTEM data system.
2	WASL reading scores are 10-20% below state scores but good relative to other schools with similar % of students receiving free and reduced lunch	Increase use of K-2 Independent Reading Libraries, monitor weekly minutes devoted to K-5 independent reading and teacher conferring, share teacher practice around IR and Interactive Read Aloud through grade level meetings and walk-thrus. Continue 90 min. literacy block, use of HM and other materials, and literacy coaching to implement the SPS Balanced Literacy model. Map curriculum at and across grade levels. Share common assessments. WASL Academy for 3-5 <sup>th</sup> graders focused on areas of highest need.
3	WASL math scores are 25-40% below state scores and reflect varied growth for '07-08, along w/ a change in curriculum. NG math scores are one of the five lowest @ elementary level	Instructional assistants working with math coach to support the learning of targeted 3-4 <sup>th</sup> grade students during math block. Two extended day sessions on math each week. WASL Academy for 3-5 <sup>th</sup> graders focused on areas of highest need. Follow EDM pacing guide. Use results of pretest and mid-year assessment to focus instruction.
4	WASL writing scores have generally increased since 2003-04. NG 4 <sup>th</sup> grade	Continue use of common writing prompts 3x a year. Document the time spent in writing instruction and student writing. Commit to learning about and incorporating 1-2 writing practices from the balanced literacy framework into daily/weekly teaching.

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Insight		How is this insight addressed in our C-SIP?
	writing scores are 20% below district and state averages.	
5	Family involvement	We could add a goal related to increasing the attendance at school events

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

### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Climate	Students will succeed academically when they are in class and learning.	Decrease the number of referrals to the office by 25% the first nine weeks of school as measured by SCHOOL-WIDE INFORMATION SYSTEM data
Reading	Reading success is the cornerstone of success in all other areas, including reading math assignments and science directions. It is our highest performance area and could be higher.	Increase the percentage of 3 <sup>rd</sup> -5 <sup>th</sup> grade students meeting reading standard from 68% to 78% as measured by the WASL, including moving 16 students from Level 2 to Level 3. Increase the percentage of K-3 students meeting grade level expectations on the Developmental Reading Assessment (DRA) by 10% (K from 65% to 75%, 1 <sup>st</sup> grade from 51% to 61%; 2 <sup>nd</sup> grade from 85% to 95%; 3 <sup>rd</sup> grade from 100% to include 10% of the ELL students)

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Math	Math is Northgate's area of highest need	Increase the percentage of 3-5 <sup>th</sup> grade students meeting math standard from 24% to 60% as measured by the WASL.
Writing	Writing scores are significantly below state and district averages. Our ELL population is less skilled and confident about writing.	Increase by 10% the number of fourth grade students meeting standard on the WASL writing assessment, from 43% to 53%. Increase the instructional practices focused on writing and the time spent writing in each classroom to include one practice used weekly and/or a minimum of 60 minutes per week of writing time.
Family Involvement	Engaging families more often and more effectively contributes to student academic success. Our diverse family population is one of Northgate's strengths, even as it presents us with challenges.	Increase by 25% the number of attendees at five key school events: Open House (40 to 50), Talent Show & International Potluck (150 to 185), ELL Night (50 to 64), Literacy Night (70 to 88), and Math Game Night (25 to 32).

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

## SECTION 1: SCHOOL OVERVIEW

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

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

**CLIMATE:** By decreasing the number of referrals to the office by 25% the first nine weeks of school as measured by SCHOOL-WIDE INFORMATION SYSTEM data, our school will contribute to the district's goal of all students in class and achieving.

**READING:** By increasing the percentage of 3-5<sup>th</sup> grade students meeting reading standard to 78% as measured by the WASL, our school will contribute to the district's academic milestone of 88% of third graders meeting or exceeding reading standards by 2013.

**MATH:** By increasing the percentage of 3-5<sup>th</sup> grade students meeting math standard to 60% as measured by the WASL, our school will contribute to the district's academic milestone of 80% of 7<sup>th</sup> grade students meeting or exceeding math standard by 2013.

**WRITING:** By increasing the percentage of 4<sup>th</sup> graders meeting writing standard to 53% as measured by the WASL, our school will contribute to the district's academic goal of building on our strength in reading and writing.

**FAMILY ENGAGEMENT:** By increasing family involvement in our school, we will support the district's vision of the whole community being engaged as partners in supporting and strengthening the school system, and supports the goal of engaging our families more often and more effectively.

### **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?*

- Math and literacy coaching to provide job-embedded professional development for teachers.
- Partnership with Reading Corps to provide one-on-one support of below grade level readers and after school programs focused on literacy learning.
- After school math club twice a week.
- Incorporate academic focus into school assemblies and celebrations, i.e. celebrating writing during assembly on Dr. Martin Luther King, Jr.
- WASL classroom practice and academy for grades 3-5

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

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

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>• Our Building Leadership Team (BLT) includes 4 teachers representing the following groups- 1 primary, 1 intermediate, 1 specialist, and 1 member at large. Additionally, the BLT includes the principal, 1 parapro, and 1 SAEOP.</li> <li>• Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; 1 parent serves on the BLT.</li> <li>• Our C-SIP was presented at Open House/Curriculum night on October 9, 2008. BBLT and staff met on October 9, 2008 and their input will be included in our ongoing C-SIP refinement. This event included parents from who English is not their primary language.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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### School Improvement Review, *continued*

Topic	Description
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

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## SECTION 1: SCHOOL OVERVIEW

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

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

### **Title I status**

This school receives Title I funds.

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### Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meetings on 9/17/08, and in our Building Leadership Team (BLT) on 9/22, 23, and 25/08 and 10/8/2008 that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth in every major goal area on October 6, 7, 10, and 24 <sup>th</sup> 2008.
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> <li>• We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on 8/25, 9/17 &amp; 9/24/08 and throughout the school year.</li> <li>• We created a master schedule to maximize available student learning time especially in Literacy and Mathematics on 9/10, 17, and 24/08; 10/22 and 29/08; and 11/5/08.</li> <li>• We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.</li> </ul>
3 Are all our staff considered "highly qualified" by NCLB rules? If not, what's our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> <li>• We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>
5 What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6 What do we do to increase parent	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and

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

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	Component	How school has addressed each Component
	involvement?	strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We hosted an event for pre-schoolers and their families to meet our kindergarten team and tour the school on 8/28/08 at 6:30 p.m.</li> <li>• We invite teachers from the receiving schools to visit Northgate 5th grade classes in the Spring.</li> <li>• As principal, I have invited the parents of 5th students to school for a Middle School Information Night. ( I am a former Middle School Principal )</li> <li>• Counselors from the middle schools make a visit to the school in the Spring and talk with students with regard to the transition process and what to expect the following year.</li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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

## SECTION 1: SCHOOL OVERVIEW

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### School improvement process as a result of AYP Status

#### **Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 1 schools:**

- At the start of the school year, families were notified that we are in Step 1 and they were offered the opportunity to transfer to another school in Seattle Public Schools (SPS) that met AYP, at no cost to the family.
- This C-SIP is a revised school improvement plan, to include new data-driven goals targeting academics where we did not make AYP. The C-SIP was completed (subject to ongoing revisions based on student data throughout the year) within three months of OSPI's notification of AYP status of August 28.
- Revised our C-SIP to focus on improving meeting standards – on WASL and other classroom-based assessments, academic achievement for students not yet

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #1: CLIMATE

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**Lead Responsibility:**

Ed Jefferson, Principal

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

To decrease the number of referrals to the office by 25% as measured by SCHOOL-WIDE INFORMATION SYSTEM 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>
Teach and practice “Wheel of Choice”	The 36 students who are “frequent flyers” (2+ referrals) as identified by SCHOOL-WIDE INFORMATION SYSTEM data, as well as all students in the school	Taught directly the first six weeks and reinforcement across the year	Ed Jefferson and classroom teachers	The “Wheel of Choice” will be common language across the school by being taught in classrooms, practiced in class meetings, and reinforced in the lunchroom, halls, and assemblies.

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

### SECTION 2: MAJOR FOCUS AREAS

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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 opportunity for movement during the first half of the school day.	For those students who do not have PE in the morning, and for the whole school population.	All year	Ed Jefferson and IA's, classroom teachers	Schedule recess before lunch to increase the amount of play time and to decrease the number of office referrals that cluster around transition times. Incorporate movement activities in the morning instructional block.
Implement strategies from "The First Six Weeks"	All students	The first six weeks of school	Principal, IA's, classroom teachers	All teachers agree to teach at least one strategy from this program, including explicating teaching expected behaviors, teaching games at recess, sitting with students at lunch, solving problems during class meetings.
Monthly assemblies	3-5 <sup>th</sup> grade students	First Monday of each month	Intermediate ELL teacher	Assemblies address behavior and academic goals. Students are involved in planning and executing them.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
SCHOOL-WIDE INFORMATION SYSTEM data system	Entire student population	Ed Jefferson, with Climate Data Committee	Share data at Data Team meetings to shape further action.
Teacher data	All students	Classroom teacher	Teachers review data with students and set climate/behavior goals.

### 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>	
Positive Discipline/ SCHOOL-WIDE INFORMATION SYSTEM training	All staff	TRI half day in August and as requested during the school year	Northgate is in year two of work with Positive Discipline and gathering SCHOOL-WIDE INFORMATION SYSTEM data. We met with our consultant, Jeanne Strong, in August 2008, prior to establishing climate goals.
First Six Weeks of School	All Staff	Reading the text and talking about it during staff meetings, with the leadership of the teacher who introduced it to Northgate staff.	All staff received the text for this program in June 2008, and read it prior to our August meetings. All staff agreed to incorporate at least one strategy. Climate goals were our first goals set for the year.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Class Newsletters	<ul style="list-style-type: none"> <li>• All</li> </ul>	Monthly	Teachers	Teachers will include information about class & school rules, options when students disagree, and celebrations.
PTA	<ul style="list-style-type: none"> <li>• PTA attendees</li> </ul>	Monthly	PTA staff representative	Staff representative will share excerpts from climate goals and First Six Weeks emphasis.

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## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: READING

**Lead Responsibility:**

Literacy Coach

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

Increase the percentage of 3<sup>rd</sup> -5<sup>th</sup> grade students meeting reading standard to 72% as measured by the WASL, including moving 16 students from Level 2 to Level 3. To increase the percentage of K-3 students meeting grade level expectations on the Developmental Reading Assessment (DRA) by 20% (grade 1), 5 % (grade 2) and 5 % (grade 3).

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Use of K-2 Independent Reading libraries	<ul style="list-style-type: none"> <li>All K-2 students, including ELL and those with IEPs.</li> </ul>	15-30 minutes, 4x a week	Literacy Coach	Students will read independently during the 90-minute literacy block, as a means to use the reading strategies taught during reading instruction.

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### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Independent Reading, 3-5	<ul style="list-style-type: none"> <li>All 3-5 students, including ELL and those with IEPs</li> </ul>	20-40 minutes, 4x a week	Literacy Coach	Students read independently during the 90-minute literacy block, as a means to use the reading strategies taught during reading instruction. Teachers confer with students and make plans for appropriate, subsequent instruction.
Individual and small group tutoring	<ul style="list-style-type: none"> <li>Level 1 and 2 students, or those reading more than one grade level below their same grade peers</li> </ul>	Year round, 2x a week	Literacy coach with Title 1 AI's , Vista and Reading Corps volunteers	Students who are not yet reading at standard on the WASL or DRA receive support in the classroom through the use of SPS's Balanced Literacy engagements: shared reading, independent reading, and word study.
WASL Academy Test Preparation	<ul style="list-style-type: none"> <li>Priority to Level 1 &amp; 2 students in grades 3-5. Open to all as room allows.</li> </ul>	2/23-4/6/09 3:20-4:30 pm Assembly 4/13	Literacy Coach	Through the use of released WASL items, the WASL Academy sessions focus on extended response items and how they are scored. Students work in small groups with certificated staff to complete test items and analyze other students' responses.
Homework & Literacy After School Programs	<ul style="list-style-type: none"> <li>Levels 1 &amp; 2, those reading below grade level</li> </ul>	2 days a week, October-May	Literacy Coach, Reading Corps, Vista	After school programs focused on literacy and homework completion offered 1-2 afternoons a week; bus transportation provided.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

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

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Kindergarten Assessment, DRA	All students	Teachers administer DRA reading assessment 3x a year	Teachers use assessment data to document growth and to plan instruction.
FirstSteps literacy continua	All students	Teachers, with the support of classroom volunteers and IA's, will list their students by developmental phase 2x a year	Results used to document the development span of a class, to confirm or disconfirm other assessment data, to adjust goals, and to direct the support of volunteers.
Formative assessment	All students, weekly	Teachers collaboratively design and monitor by grade level. Classroom teachers administer assessments.	Teachers meet by grade level to analyze student work, to monitor student progress, and to map lessons, in data team meetings and grade level meetings.
Classroom Walk thru's	3x a year	Data Leadership Team	Data teams monitor and adjust goals based on walk-thru data.
Coaching conversation/partnership	Teachers	Literacy coach	Ongoing, formative assessment through coach/teacher meetings to further the action on all reading goals.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Grade level meetings or workshops	Self selected or principal required	As needed, monthly	Workshop sessions offered during which coach and teachers share strategies to enact reading goals related to specific practices, i.e. independent reading & conferring
Literacy coaching	All teachers	1-2x a month regular meetings and classroom collaboration directed to specific goals, i.e. teaching literacy block routines	Literacy coach will partner in the classroom when teacher goals are supported by more intensive collaboration, co-teaching, demonstration, etc.
Lateral capacity building; partnership with area school	Literacy coach and two other staff members	4x a year, twice during each lab demonstration session of 6 weeks	Teaching staff will learn from each other through visiting an informal "partner" school with a similar student population

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Academically-focused family events	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 students and those reading below grade level</li> </ul>	Winter Spring	Vista/Reading Corps with Literacy Coach	Literacy Coach and volunteers contribute a literacy focus to a scheduled event, or create a new event that offers families an opportunity to share their literacy experiences and needs, and learn new activities to support them
Family Newsletter	<ul style="list-style-type: none"> <li>Families of all students</li> </ul>	Monthly	Literacy coach	Literacy coach writes a 1-2 page literacy column sharing strategies and activities to engage and strengthen students' literacy skills.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #3: MATH

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**Lead Responsibility:** Math Coach

**S.M.A.R.T. Goal:** Increase the percentage of 3-5<sup>th</sup> grade students meeting math standard to 60% as measured by the WASL.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
In-class support	<ul style="list-style-type: none"> <li>Targeted 3-4<sup>th</sup> Title 1 students</li> </ul>	Everyday during math block	Math Coach and Instructional Assistants	Students work with the IAs on math targets, activities, projects, games, and math boxes featured in daily lessons.
Individual and small group tutoring	<ul style="list-style-type: none"> <li>Targeted 3-4<sup>th</sup> Title 1 students</li> </ul>	5-10 minutes three times a week	Principal, Math Coach and IAs	Students meet with the IAs to work on basic number sense activities including place value, addition, subtraction, multiplication and division, math facts and problem solving.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
ELL Math Instruction	<ul style="list-style-type: none"> <li>• Students receiving ELL support</li> </ul>	Daily	ELL teachers	Students receiving ELL support receive daily math instruction from ELL staff.
Problem-solving practice, including WASL-like items	<ul style="list-style-type: none"> <li>• All students</li> </ul>	Once a week	Grade level leaders	Teachers commit to including on WASL-type problem during weekly math instruction.
WASL Academy Test Preparation	<ul style="list-style-type: none"> <li>• Targeted 3-4<sup>th</sup> Title 1 students</li> </ul>	2/23-4/6/09 3:20-4:30 pm Assembly 4/13	Math coach with Title 1 IAs, classroom teachers	Through the use of released WASL items, the WASL Academy sessions focus on extended response items and how they are scored. Students work in small groups with certificated staff to complete test items and analyze other students' responses.
Read it, Draw it, Solve it	All students	1x a week	All teachers	Addressing math through literacy
After School Programs	All 1-5 students including TITLE 1 targeted students	October 1, 2008 until June 1, 2008	Math coach with Title 1 IAs, classroom teachers	After school programs focused on math instruction with a primary class and an intermediate class offered two afternoons a week; bus transportation provided.
Family Math Game Nights	All students & families	4x a year	PTA, math coach, teachers	Integrating math games into family games nights sponsored by the PTA

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

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
SPS Fall, winter, spring math assessment	All 1-5 <sup>th</sup> students including TITLE 1 targeted students	Teachers administer district math assessment 3x a year	Teachers use assessment data to document growth and to plan instruction.
Seattle Public Schools Math Assessment	All students fall, winter, spring	Teachers, with the support of classroom volunteers and IA's, list students by greatest need, including all TITLE 1 students.	Results used to document the development span of a class, to confirm or disconfirm other assessment data, and to direct the support of volunteers.
Formative assessment using Everyday Math end of unit tests	All students including targeted TITLE 1 students	Teachers collaboratively design and monitor by grade level. Classroom teachers administer assessments.	Teachers meet by grade level to analyze student work, to monitor student progress, and to map lessons, in data team meetings and grade level meetings.
Classroom Walk thru's	3x a year	Data Leadership Team	Data Teams adjust goals based on compiled information.
Coaching conversation/partnership	Teachers	Math coach	Ongoing, formative assessment through coach/teacher meetings to further the action on all math goals.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District math professional development sessions	All certificated teachers who teach math	4x per year, 120 minutes per session	Math professional development sessions conducted by math coaches and district instructional staff,
Grade level meetings or workshops	Self selected or Scheduled meeting times	As needed	Teachers use grade level planning meetings to discuss math success and challenges and to share resources and strategies
Math coaching	All teachers	4X a month regular meetings and classroom collaboration directed to specific goals, i.e. teaching math block routines, pacing, and use of instructional guides.	Math coach partners in the classroom when teacher goals are supported by more intensive collaboration, co-teaching, demonstration, etc.
Lateral capacity building; partnership with area school	Math coach and two other staff members identified at Teacher Leaders	4X per year	Teaching staff will learn from each other through visiting an informal "partner" school with a similar student population

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Academically-focused family events	<ul style="list-style-type: none"> <li>All K-5 students including TITLE 1 targeted students</li> </ul>	Winter Spring	Math Coach, classroom teachers	Math Coach and volunteers contribute a math focus to scheduled events to share math tips, games, and activities to support students and their families.
Family Newsletter	<ul style="list-style-type: none"> <li>Families of all students</li> </ul>	Beginning of Everyday Math units	Math coach	Classroom teachers send home EDM newsletter in appropriate languages at the beginning of each unit. Math coach writes tips, strategies and activities to strengthen students' math skills.

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

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #4: WRITING

**Lead Responsibility:**

Tina Kim with Literacy Coach

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

Increase by 10% the number of fourth grade students meeting standard on the WASL writing assessment. Increase the instructional practices focused on writing and the time spent writing in each classroom to include one practice used weekly or 60 minutes per week of writing time.

#### 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>
Common writing prompts or writing samples	<ul style="list-style-type: none"> <li>All students; targeted level 1 &amp; 2 students</li> </ul>	3x a year	Tina Kim and literacy coach	Teachers administer writing prompt or select a writing sample from ongoing writing program and bring to a grade level meeting for group analysis
Incorporate new writing practice	<ul style="list-style-type: none"> <li>All students</li> </ul>	Weekly	Literacy coach	Teachers select one writing practice from the balanced literacy framework to learn and use on a weekly basis

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

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Writing samples	Level 1 & 2 students and those who are writing a grade level below their peers	Classroom teacher administers prompt or selects sample	Teachers share writing samples in grade level meetings with literacy coach, identifying student strengths and discussing strategies to further develop their skills
Writing fluency measure	All students	Literacy coach	Teacher and coach partner on an informal writing prompt, i.e. newsboard entry, journal entry, reading response, to assess student fluency and growth

### 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 meetings	Self-selected by teachers	3x a year or as needed	Teachers identify practices they want to learn more about, share their current use of the practice, learn more about it through reading or demonstration, and incorporate it into their teaching, with the support of the coach.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Literacy Night	<ul style="list-style-type: none"> <li>• Attendees</li> </ul>	Spring event	Literacy Coach w/Reading Corps volunteers	WA Reading Corps volunteers are responsible for holding two evening literacy events, with the support of their supervisor, and in partnership with teachers. The spring program will showcase writing.
School Newsletters	<ul style="list-style-type: none"> <li>• All</li> </ul>	Monthly	Literacy coach	Monthly literacy columns will include information on reading and writing with your child.

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #5:

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**Lead Responsibility:**

Family Involvement

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

Increase attendees at evening events by 25% as measured by head count, for the following key events: Open House/Curriculum Night, Talent Show & International Potluck, ELL Night, Literacy Night (winter) and Family Math Games (Winter)

### 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>
Parent Coordinator	<ul style="list-style-type: none"> <li>All, and specifically Spanish-speaking families</li> </ul>	10 hrs. per week	Parent Coordinator, Principal	Northgate has just hired its first parent coordinator to help communicate more effectively with families, and particularly bilingual parents. She is present at key events and at the beginning and end of the school day to address parent questions.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Information Nights (kindergarten orientation, open house, ELL)	<ul style="list-style-type: none"> <li>All, and particularly the students who are</li> </ul>	3x per year + informal meetings as needed	Principal	Northgate holds information meetings focused on important topics, i.e. enrolling your child in kindergarten or in the Spanish-immersion K or 1 <sup>st</sup> grade class.
Celebration nights (fall festival, talent show, international potluck, winter festival)	<ul style="list-style-type: none"> <li>All</li> </ul>	4x per year	Principal	Celebration nights are scheduled for each quarter to honor the diversity of our school community and to celebrate student learning.
Family Support	<ul style="list-style-type: none"> <li>Low-income families</li> </ul>	Full time	Family Support Worker	The Family Support Worker is available to work with low income families as a means to provide additional resources and support to ensure student success.
Family game nights	<ul style="list-style-type: none"> <li>All</li> </ul>	8+	PTA, math coach, Reading Corps	Family game nights are sponsored by the PTA, and include fun and educationally-focused experiences, along with snacks, to be enjoyed by the whole family.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Head Count	Attendees at each meeting	Identified staff member	Adjust per participant feedback
Feedback forms	By choice, attendees at each meeting	Principal, Family	Adjust per participant feedback

### 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>	
Parent coordinator training	Parent coordinator	SPS provided	Parent Coordinator attends SPS training sessions as a means to inform and direct her work.

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

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Parent coordinator	<ul style="list-style-type: none"> <li>• Those who have not attended school functions</li> <li>• Those who students are identified for extra support (see goals 2-4)</li> </ul>	Following each meeting	Parent coordinator	PC will compare attendance lists to class lists and contact families who are not yet participating. She will seek information to help staff adjust functions to better meet parents' needs.
Family input	<ul style="list-style-type: none"> <li>• Attendees at school events</li> </ul>	Response sheets available	Principal	Optional parent response sheets will be available at all meetings. Compiled information will be used to adjust functions to better meet family needs.

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

### SECTION 3: OTHER AREAS OF FOCUS

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#### Other Areas of Focus

*In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Spanish Literacy Block	One kindergarten and one first grade classroom currently receive Spanish instruction for the 90 minute literacy block. Receiving instruction in L1 helps students build knowledge in L2, build concepts more readily, and develops fully bilingual learners.	Reading/writing instruction for 90 minutes 5x a week Bilingual teachers & teaching assistants L1 communication with parents
Arts Corps	The AC partnership helps a small school like Northgate include expert-led arts instruction as part of the regular curriculum. Each classroom teacher will collaborate with an artist for 16 sessions, 2x a week for eight weeks.	Integrated arts instruction Choice of visual or music arts Active involvement of all students Co-planning with teacher(s) Culminating performance
Book Trust	Low-income kindergarten students (as identified by families) receive \$7.00 credit each month for use on Scholastic book order. Teachers receive the associated "bonus points" for classroom use.	Student selection of books Increase student access/ownership of books Increase teacher literacy resources

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

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 2008-09 Key Budget Information

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

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	After School Math Support	\$6,000	Y	Bilingual / Windemere	
Reading	After School Literacy/Homework Support	\$4,000	Y	Bilingual / Windemere	

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

### SECTION 5: SCHOOL PARTNERSHIPS

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#### School Partnerships

*How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.*

<b>Partner(s)</b>	<b>Description</b>	<b>Timing (when, how often)</b>	<b>Outside Funding (if any)</b>	<b>Outside Funding Source</b>	<b>Duration of Partnership</b>
WA Reading Corps (WA RC)	Volunteer literacy work during school hours	4x a week	NA	WA RC grant	One year
WA Reading Corps (WA RC)	After school literacy	1x a week	NA	WA RC grant	One year
Seattle Arts Corps	Two, eight-week sessions for grades K-5	2x a week	NA	NA	08-09 school year