

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Sacajawea

Barry Dorsey, Principal

September 16, 2008





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

## SECTION 1: 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.

Sacajawea’s entire staff is dedicated and committed to assuring that the needs of all children are met. All students are provided a rigorous academic program at their level of need and are consistently encouraged and motivated to stretch them even further. Going along with our vision, we also believe in engaging our students in their learning by differentiating instruction based on their readiness, interests and learning styles. Our vision at Sacajawea is “Educating for Human Greatness – Developing each child as a great human being who is a valuable contributor to society.” We do this through integrating three components into our teaching. These components are *identity, interaction, and inquiry*.

### 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?
<b>1</b>	High percent of ELL students are underachieving.	Sacajawea will have an area of focus around ELL students. Mentoring programs & Parent Partnerships will be implemented to build relationships that will foster academic achievement.
<b>2</b>	There has been no increase in the percent of 4 <sup>th</sup> grade students meeting math standards as measured by the WASL.	Our math specialist will have a group that will focus on fourth grade students that were @ Level 2 in Math as measured by the 3 <sup>rd</sup> grade WASL. EDM unit assessments and walk to math groups will be implemented to provide students instruction at their level.
<b>3</b>	The percent of students meeting writing standards as measured by the WASL, has increased by 4% points over the past 2 years.	Grade level teams will use Fall, Winter and Spring writing assessments to guide instruction. Classrooms will provide <u>explicit instruction</u> focused on the two writing traits of organization and conventions during dedicated writing times.
<b>4</b>	Students who qualify for Free/Reduced are at performing on an average 30% points less those not qualifying for F/Reduced lunch.	Mentoring programs & Parent Partnerships will be implemented to build relationships that will foster academic achievement.

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

## SECTION 1: OVERVIEW

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

### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Math</b>	The percentage of students meeting standard the 4 <sup>th</sup> grade math WASL was 57% in 2008.	The percentage of students meeting the 4 <sup>th</sup> grade math WASL will increase from 57% to 67% by 2009. The percent of 4 <sup>th</sup> grade ELL students meeting standards in math will be no less than 35% by 2009. <b>The percentage of 4th students meeting standard who qualify for Free Reduced will increase from 0% to 50% by 2009.</b>
<b>Reading</b>	Students in grades 4 who qualify for Free/Reduced did not make AYP in 2008	<b>The percentage of 4th students meeting standard who qualify for Free and Reduced will increase from 63% to 73% by 2009.</b> <b>The percent of 4<sup>th</sup> grade students meeting standards in reading will increase from 82.5% to 90% by 2009</b> The percent of 4 <sup>th</sup> grade ELL students meeting standards in Reading will be will be no less than 35% by 2009.
<b>Writing</b>	The percent of students meeting writing standards as measured by the WASL, has increased by 4% points over the past 2 years.	<b>Students meeting writing standards will increase from 70% to 78% by 2009.</b> The percent of 4 <sup>th</sup> grade ELL students meeting standards in writing will be will be no less than 35% by 2009. <b>The percentage of 4th students meeting standard who qualify for Free and Reduced will increase from 45% to 63% by 2009.</b>

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

## SECTION 1: 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.*

**Our school plan aligns with the District's plan by having 3<sup>rd</sup> grade students at standard in reading and preparing 7<sup>th</sup> graders to meet math standards.**

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

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

Reading and math specialist will develop individualized instruction for struggling students. IA's and tutors will work with classrooms teachers to provide small group instruction in math Reading and Writing. Math and Literacy blocks will be used intra and inter grade level teams. A mentoring program for students will be used to give additional support to struggling students.

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

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

## SECTION 1: OVERVIEW

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>The Sacajawea staff was involved in the review of the C-SIP plan. The BLT also reviewed the plan prior to its review by the entire staff. The BLT parent representative was part of this process.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>The C-SIP was presented to the PTA executive board.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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

## SECTION 1: OVERVIEW

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### School Improvement Review, *continued*

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

### **Technology**

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

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

## SECTION 1: OVERVIEW

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

This is the first year that our school did not make AYP in Spring 2008 in Math (low income students). So, we are not identified as a “School in Improvement.”

### **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:**

Barry Dorsey

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

: The percentage of students meeting the 4<sup>th</sup> grade math will increase from 57% to WASL to 67% by 2009.

**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>
EveryDay Math -300 minutes each week	All students	September 2007	Barry Dorsey & classroom teacher.	School wide focus on EDM implementation.
Math Club	Students who are below grade level on district wide assessments and EDM end of unit assessments.	September 2008	Classroom teachers & volunteers	Consistent referral of students to math club and communication of needs to math club staff.
Math Specialist	ELL students-students and students who are under-performing on EDM unit assessments	September 2008	Katy Maynard	Use of a part time math specialist to provide small group concept re-teaching support, to serve as a consultant for teachers, and to plan and support ALO extensions.

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

## SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Small group instruction	Students who are below grade level on district wide assessments and EDM end of unit assessments.	September 2008	Classroom teachers	I.A.s and tutors scheduled in each classroom so that at least 95% of their time results in direct small group academic instruction. In math, the emphasis will be placed on basic skills, multi-step problems, and communicating ideas

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

### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<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>
EDM unit assessments/FWS district assessments/WASL	All students.	Barry Dorsey & Katy Maynard	District assessments will measure student's academic growth 3 times per year. EDM unit assessments will allow teachers to decide which items to review or re-teach.
Computational Math Assessment	All students	Classroom teachers	Students will be given computational assessments.

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

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

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

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

<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>	
Joint PD training with Bryant Elem 3 times this school year	Classroom teachers	9-17,10-22,1-28,5-13 90 minutes each session.	Collaboration and joint planning on assessment,
Document Camera training	Classroom teachers	Fall 2008	Teachers will use DC to design and deliver instruction in a variety of ways.
Human Greatness	All staff	10-29, 2008 & 2-4, 2009	Teachers will receive strategies to build stronger relationships with students and promote positive self esteem among students.

**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?*

<b>Strategy</b>	<b>Targeted Families</b>	<b>Timing</b>	<b>Lead to Implement Strategy</b>	<b>Description</b>
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Improve Communication with families	ELL families	September-2008	Barry Dorsey Ann Streeter	Sacajawea will use the School Messenger and develop Family partners for each ELL family. Family Partners will call ELL families 2X each month to communicate important school information.
Family Math Night	All families	October 2008	Math Committee	Families will engage in learning and playing math games so they can re-enforce math concepts at home. Families will also be given information on math standards Family math night events.
Increase Parent participation.	ELL-F/R families	October 2008	Ann Streeter, Tami Mack, Doreen Norman	Sacajawea will coordinate a school bus pick-up so that families w/o transportation can attend

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

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

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #2: READING

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**Lead Responsibility:** Barry Dorsey

**S.M.A.R.T. Goal:** **The percentage of grade four students meeting reading standards will increase from 82% to 90% by 2009.**

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Small group instruction.	Students not at standard	ongoing	Reading Specialists and ELL staff	Small groups will be created on need and ability.
Reading Specialists	ELL- students and students who are eligible for Free/Reduced Lunch	ongoing	Deborah Davis	Reading Specialists will identify specific areas of need for students. In collaboration with the classroom teacher and the parents a specialized instruction strategies and materials will be implemented.
Classroom Literacy Blocks	All students	ongoing	Principal	No pull-outs during literacy block.

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

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Learning Plans	ELL students and students not at standard	10-15-08	Principal	Specific areas of focus will be identified for students not at standard. In addition instructional strategies and goals will be set for these students.

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

#### Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRA/CBA/Teacher conferences/ Learning Walks	As scheduled	Classroom teachers	Certificated staff will be able to identify growth in vocabulary decoding, fluency and retelling. Certificated staff will modify instructional practices to focus on students' needs.
Running Records	All students	Classroom teachers	Staff will be able to identify growth in vocabulary decoding, fluency and retelling. Staff will modify instructional practices to focus on students' needs.
Individualized Assessments, Running records, sight words, reading logs	All students weekly	Classroom teachers	Staff will be able to identify growth in vocabulary decoding, fluency and retelling. Staff will modify instructional practices to focus on students' needs.

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

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

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

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
GLAD	All staff		
NUA	All staff	As needed for teachers	Mini lessons at staff meetings
Thinking maps	All staff	Once time each quarter	Mini lessons at staff meetings
Comprehension Strategies	All staff	Stephanie Harvey/Debbie Miller Balanced Literacy Document	Mini lessons at staff meetings

## 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?*

<b>Strategy</b>	<b>Targeted Families</b>	<b>Timing</b>	<b>Lead to Implement Strategy</b>	<b>Description</b>
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
School Messenger	All Families	9-25-08	Barry Dorsey & Doreen Norman	Important information about school activities and programs will be communicated to families via school messenger.
Parent partnerships	ELL Families	10-1-08	Tammi Mack & ELL team	ELL families will communicate and receive important information through bilingual partner families.
PTA Sub committees	ELL Families	10-1-08	ELL IA's	ELL families will have meetings to discuss and have input about school policies, adoptions and programs.

## 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>
Advanced Learners	The percent of advanced learners making more than a year growth will increase from 65% to 75% by 2010.	Homogenous grouping of students in Math and Literacy circles to provide students rigorous instruction at their academic level. Provide Primary and Intermediate pull-out opportunities for advanced learners to do project based activities. Differentiate instruction in all classrooms to offer students challenging classroom activities.

## 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	Math Specialist	13,000.	Y	Baseline & PTA	N/A
Math	Math Club	1,000	Y	Baseline/LAP	N/A
Math	Math Olympiad	2,000.	Y	Self-Help & PTA	N/A
Reading	Reading Specialist	75,000	Y	Baseline & LAP	N/A
Reading	Instruction Asst & Hourly tutors	15,000.	Y	PTA	N/A
Writing	Instruction Asst & Hourly tutors	15,000	Y	PTA	N/A
Advanced Learners	Pull-out	30,000.	Y	Baseline	N/A

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

### SECTION 5: SCHOOL PARTNERSHIPS

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#### School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
PTA	PTA will provide resources for tutors, IA,s and volunteers to support classroom instruction.	ongoing	50,000.	PTA	ongoing
Boys & Girls Club	Boys and girls Club will be a liaison between parents and the school program that helps facilitate communication and support classroom activities.	ongoing	N/A	N/A	ongoing
Rotary	Provides resources to promote literacy, and classroom libraries throughout the building.	ongoing	7,000.	Rotary	ongoing