

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Wing Luke Elementary

Dr. Davy Muth

September 10, 2008



TABLE OF CONTENTS

- Section 1: School Overview
- Section 2: Major Focus Areas
- Section 3: Other Areas of Focus
- Section 4: 2008-10 Key Budget Information
- Section 5: School Partnerships

Revision History

Revision Number	Date	Comments
Revision 1	September 10, 2008	First draft
Revision 2	September 25, 2008	Cont.
Revision 3	September 30, 2008	Latest version
Revision 4	October 31, 2008	Edits by Office of School Improvement
Revision 5	November 26, 2008	Edits by Office of School Improvement
Revision 6	December 4, 2008	C-SIP Peer Reviews
Revision 7	January 6, 2009	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

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

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

To build a learning community where students, staff and families value themselves and other, become life long learners and make positive contributions in our world.

Our Staff and community focus on the whole child encouraging us to organize ourselves and use our resources creatively. At Wing Luke we see our diversity of cultures and languages as an asset. We have high expectations for all students. Our staff is extremely flexible and creative with our resources. We organize ourselves to build on our strengths in education all children. We identify needs and seek out resources to help address all students’ needs.

Wing Luke School is an open concept, multi age program dedicated to motivating and readying students to attain academic excellence and social responsibility. Our inclusion program promotes the highest academic achievement for all our students.

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	<p>40.4% of our 3rd graders met the math standard on the WASL</p> <p>35.8% of our 4th graders met the math standard on the WASL</p> <p>50.0% of our 5th graders met the math standard on the WASL</p> <ul style="list-style-type: none"> We have set an S.M.A.R.T. goal to increase the percentage of students meeting math standard to 64.9%, which includes moving 44 students from Level 1 to Level 2 on the math WASL. In addition, all students will receive additional instruction time in math through tutoring and our math lab with our math specialist. We have an EIM (Explorations in Math) weekly challenge as well as weekly WASL stem questions for our 3rd, 4th & 5th graders. We will offer a WASL prep class starting in November, after school. Mandatory for students not meeting the math standard.
2	<p>44.7% of our 3rd graders met the reading standard on the WASL</p> <p>62.3% of our 4th graders met the reading standard on the WASL</p> <p>54.5% of our 5th graders met the reading standard on the WASL</p> <ul style="list-style-type: none"> We have set an S.M.A.R.T. goal to increase the percentage of students meeting the reading standards to 76.1%, which includes moving 39 students from Level 2 to Level 3 on the reading WASL. In order to meet this goal, Level 1 students will participate in the Before School Homework Club. In addition, all students will receive additional instruction time in reading/comprehension through tutoring and our Read Naturally lab with our ELL and Resource teams. Weekly WASL stem questions for our 3rd, 4th & 5th graders. We will offer a WASL prep class starting in November, after school. Mandatory for students not meeting the reading standard. All students K-5 will participate in morning literacy blocks-90 minutes of balanced reading instruction each day

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

SECTION 1: OVERVIEW

3	22% of our 5 th graders met the science standard on the WASL	<ul style="list-style-type: none"> • We have set an S.M.A.R.T. goal to increase the percentage of students meeting the science standards to 37%, which includes moving 37 students from Level 1 to Level 2 on the science WASL • In order to meet this goal, Level 1 students will participate in the Before School Homework Club. Also all our teachers will receive the Inquiry Based Science training acquire conceptual understanding of our world, develop positive scientific attitudes, and become scientifically literate. • Weekly WASL stem questions for our 5th graders. • We will offer a WASL prep class starting in October 6th, 2008, after school. Mandatory for students not meeting the science standard.
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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.

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	40.4% of our 3 rd graders; 35.8% of our 4 th graders; and 50.0% of our 5 th graders met the math standard on the WASL. Over the past ten years, students at Wing Luke have performed significantly lower in mathematics than in reading or writing. We choose to target our main concern in Mathematics and focusing on meeting and discussing weekly with our math data by the Math Data Team. We seek consistently for best practices, and asking the Math specialist from the JSC to come and guide us to lead our children to meet AYP and Math Standards.	To increase from 40.4% in 3 rd grade, 35.8% in 4 th grade, and 50.0% in 5 th grade, the percentage of students meeting AYP Goal Math Standard to 64.9%, this includes moving 44 students from Level 1 to Level 2 on the math WASL.
Reading/Fluency; Comprehension	44.7% of our 3 rd graders met the reading standard on the WASL; 62.3% of our 4 th graders met the reading standard on the WASL, and 54.5% of our 5 th graders met the reading standard on the WASL. At Wing Luke, we believe a proficient elementary education depends upon one's to ability to decode, comprehend and analyze text for meaning. Although we have developed a straight tradition of success in this area, not all of our students are performing at standard. It is our target that every student who leaves Wing Luke is a proficient reader.	To increase from 44.7% in 3 rd grade, 62.3% in 4 th grade, and 54.5% in 5 th grade, the percentage of students meeting AYP Goal Reading Standard to 76.1%, this includes moving 39 students from Level 2 to Level 3 on the Reading WASL.
Science	22% of our 5 th graders met the science standard on the WASL. Historically, while science has been a part of our daily curriculum, it has been an area targeted for improvement. Given that our student scores consistently fall below 80%, we have identified this area as focus priority for professional development and improvement	To increase the percentage of students meeting the science standards to 37%. This plan includes moving 37 students from Level 1 to Level 2 on the 2009 science WASL.

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.

- **Math:** To increase from 40.4% in 3rd grade, 35.8% in 4th grade, and 50.0% in 5th grade, the percentage of students meeting AYP Goal Math Standard to 64.9%, this includes moving 44 students from Level 1 to Level 2 on the math WASL.
- **Reading/Comprehension:** To increase from 44.7% in 3rd grade, 62.3% in 4th grade, and 54.5% in 5th grade, the percentage of students meeting AYP Goal Reading Standard to 76.1%, this includes moving 39 students from Level 2 to Level 3 on the Reading WASL.
- **Science:** By increasing the percentage of 5th grade students who meet WASL standards in science to 37%, our school will contribute to the district's academic goal of 80% of 10th graders will meet or exceed science 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?

While ensuring high-levels of instruction for **ALL** students, at Wing Luke we strive to specifically identify both students below standard (K1-L2) as L4 students in effort to provide high-quality individualized interventions and enrichment.

Our school is participating in many school-wide strategies to dramatically improve performance as part of the Flight I Initiative. Our school is receiving additional resources to carry out strategies to improve the quality of education in schools in South Seattle. Specifically, our school is:

- Expanding the range and quality of programs offered
- Increasing the level of academic rigor in core subject areas
- Applying research-based programs to improve student achievement
- Implementing strategically aligned professional development for all staff
- Building upon and expanding existing university and community partnerships
- Establishing clear three-year program goals and annual benchmarks to assure that progress is made

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

SECTION 1: OVERVIEW

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

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

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

SECTION 1: OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our school's Building Leadership Team (BLT) includes 7 teachers, a classified, and a parent: 1) Lavern Loud, Physical Education teacher, 2) Ruth Ann Wolf, Math Specialist, 3) Meg Mahoney, Dance teacher, 4) Monica Sylver, 1st/2nd Grades teachers, 5) Sabina Fazli, 5th Grade teacher, 6) Cath VanWinkle, Resource teacher, 7) Mary Reece, Literacy Coach, 8) Davy Muth, Principal, 9)Teresa Deegan, Administrative Secretary, and 10) Beth Hudson, Parent • Our BLT leads the ongoing process of comprehensive school review including studying data such as the 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 at least one parent, Beth Hudson, who serves on the BLT. • Our C-SIP was represented at our PTA on November 5th, 2008, and their input will be included in our ongoing C-SIP refinement. 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. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
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>	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"> • 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)

This is the first year that our school did not make AYP in Spring 2008 in Reading (All, Black, Limited English, Low Income) and Math . So, we are not identified as a "School in Improvement."

Title I status

This school receives Title I funds.

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

SECTION 1: OVERVIEW

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 (10/15/08 & 10/30/08) and in our Building Leadership Team (BLT) (10/2/08 & 10/16/08), 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 every major goal area (10/10/08)
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • 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 (10/28 & 10/29 2008). • We created a master schedule to maximize available student learning time especially in literacy and mathematics (8/26, 8/27/ &8/28 2008). • 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.
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"> • 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. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
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 involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.

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

SECTION 1: OVERVIEW

	Component	How school has addressed each Component
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We hosted an event for pre-schoolers and their families to meet our kindergarten team and tour the school on 8/25/08. • We hosted an event for Grades K-5 students and their families to meet our teachers and tour the school at Open House on 10/2/08. • We will invite Middle Schools Principals to visit our school in the spring to talk to our children and how they will transition from Wing Luke Elementary to their perspective middle schools. • We have open house nights for parents in the Spring for them to learn about the middle schools their children will be attending. Parents will receive information on the school curriculum, athletic sports, etc. • Middle school counselors are invited in the spring to come and speak to the students that will be moving to their schools in the fall, they can come and answer questions and meet the students in person. • Students are given maps to help them know where things are (classes, gym, lunchroom, etc) at the new schools they will be attending. • Students near the end of the year practice with combination locks to help ease frustrations when they get to middle school. • Some sort of "Mock" 5 minute passing period is done (leaving class, going to the locker to exchange books, and getting to the next class within 5 minutes) to prepare students.
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 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility:

Principal –Davy Muth/ Math Teachers – Ruth Ann Wolfe; Luke Runnoe

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

To increase our 3rd graders from 40.4% (2008-09) to 50.4% (2009-10), to 60.4% (2010-11), to 74.4% (2011-12) ,and 84.4% by (2012-13).
 To increase our 4th graders from 35.8% (2008-09) to 46.95% (2009-10), to 58.1% (2010-11), to 69.25% (2011-12), and 80.4% by (2012-13).
 To increase our 5th graders from 50.0% (2008-09), to 57.5% (2009-10), to 65.0% (2010-11), to 72.0% (2011-12), and 80.4% by (2012-13).
 To meet the AYP Goal by then end of 2009, we need to increase our children Math Standards to 64.9% in grade 3, 4, and 5.

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>
Pacing math instruction at a rate that increase rigor and frequency of core content.	<ul style="list-style-type: none"> • At students K-5 	Daily	Principal-Davy Muth/ Math Specialist – Ruth Ann Wolfe	Staff K-5 will be expected to plan and implement math instruction/assessment in accordance to the EDM Pacing Guide.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Identify L2 (or below) in order to provide double dose EDM instruction; Use High Leverage Teaching Moves	<ul style="list-style-type: none"> • 2nd-5th Grade (L2) 	Daily	Principal- Davy Muth/ Math Specialist – Ruth Ann Wolfe & Literacy Coach Mary Reece	All students will receive additional instruction time in math through tutoring and in our math lab with our math specialist and tutors. As well as students who did not meet standard on their most recent math WASL will participate in the Before School Homework Club.
Identify L4 students in order to provide 6 th grade CMP instruction Formal/Informal Observations	<ul style="list-style-type: none"> • 5th grade Pathways 	Daily	Ruth Wolfe. Hobson Michael	Pathways Math Instruction; Implementation of Connected Mathematics (CMP) for students who have demonstrated mastery of 5 th grade EDM curriculum.
Analysis of student work, instruction practice, and assessment data for the purpose of impacting and directing mathematical instruction. Feed back & Reflections	<ul style="list-style-type: none"> • All students K-5 	Monthly	Davy Muth Ruth Ann Wolfe	Data Teams: Regularly analyze of students work, instructional practice, and assessment data for the purpose, if impacting and helping redirect mathematical instruction.
Identify L2 (or below) in order to provide and extended day experience of preparatory WASL exercises	<ul style="list-style-type: none"> • 3rd -5th Grade L2 students 	5X Weekly	Luke Runnoe, Sue Lingle & City Year Corps	Project Excel: District Supported Agte4 School Program targeting WASL preparation and increased achievement
Provide extended day for the accelerated math instruction. Use Look-Fors Observation Tool	<ul style="list-style-type: none"> • 3rd -5th Grade students with high math aptitude 	1X Weekly	Ruth Ann Wolfe	Math Challenge: After school; available to all interested students. Provide accelerated pacing and instruction across the 5 content strands as well as the process and problem solving strands. This is a tuition based program.
Supplement EDM with school-wide opportunity to practice reasoning and communication of mathematical thinking	<ul style="list-style-type: none"> • All students K-5 	Monthly		Power Problem: School-wide math problem promoting reasoning and communication of mathematical thinking. Students are expected to demonstrate proficiency in the “5 Step Problem Solving Process.” All problems align with newly designed state standards in math.

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

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

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

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math assessments K-5	All Students K-5	Teachers will administer assessments according to the district curriculum calendar and sending results to the central office. The district math director will be responsible for scoring and reporting results.	Teachers will use the beginning, mid, and end of the year assessments to assess students' GLE skill development. Teachers will use data to develop instructional plans. Additionally teachers will develop Student Learning Plans for students not performing at standard
EDM Unit Previews/End of Unit Test	All Students K-5	Teachers are responsible for administering, scoring and analyzing results with help from our Math Data Team.	Teachers will use the EDM Unit assessment to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.
WASL	Grade 3-5	Ruth Ann Wolfe, Sue Hilary Lingle, Michael Hobson.	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?

<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	All Teachers and support Staff	Weekly as small teams, monthly with larger teams and year round with everyone	Our teachers will meet to collaboratively analyze student data from the assessments and based on that data they will develop a curriculum map based on student skills in identified GLE areas, monitor student progress by skill, and develop lesson plans and strategies to be implemented the following week to improve mathematics instruction.
District Directed Math PD	All Teachers From Wing Luke and All Teachers from the New School	4X per year	Teachers will meet periodically to collaborate, analyze student data, identify strengths and weaknesses in instructional practice, and obtain ideas from colleagues towards improved mathematics instruction
Staff Meeting PD	Wing Luke Staff	1X per month	Discussion and analysis of state standards for alignment with EDM curriculum; increased awareness of content and process standards, and vertical alignment across grade levels

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Academically Focused Family Events; Communicate regularly with families through the EDM family letter and home study links; and home visits.	<ul style="list-style-type: none"> All families K-5 	1X per unit/ family letter Daily/ on going home visit/ Study Link	Beth Hudson (FCPC), Mary Reece (Lit Coach), Michelle Raine (FSW), Math Data Team Member	Our school will hold evening Family Math Night and Family WASL Night to engage families in supporting their students in math. Family letter- Regular written communication describing mathematical content, lesson goals ideas for home support.
Parent/Teacher Conferences	<ul style="list-style-type: none"> All families K-5 	Two times a year (fall & spring)	Classroom Teachers/ Specialists	Family Math Night and Family WASL Night designed to increase enthusiasm, awareness and understanding as taught at school and practiced at home.
Written Communication to Families (English as well as Native Languages)	<ul style="list-style-type: none"> All Families K-5 	At the beginning of each new math unit (8x/year)	Math Teachers & Math Specialists	Math Teachers and our Math Specialist will send letters to families at the beginning of each new math unit to identify skills that will be covered. Letters will be sent home with students.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading/ Fluency & Comprehension

Lead Responsibility:

Davy Muth- Principal, Mary Reece – Literacy Coach, Cathy VanWinkle – Resource Teacher, Elizabeth Urmenita – ELD Teacher, Hilary “Sue” Lingle – Reading Specialist, & half-time Reading Specialist (not hired yet)

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

To increase our 3rd graders from 44.7% (2008-09) to 53.52% (2009-10), to 62.35% (2010-11), to 71.18% (2011-12); and 80.0% by (2012-13).
 To increase our 4th graders from 62.3% (2008-09) to 66.73% (2009-10), to 71.15% (2010-11), to 75.58% (2011-12); and 80.0% by (20112-13).
 To increase our 5th graders from 54.5% (2008-09) to 60.88% (2009-10), to 67.25% (2010-11), to 73.63% (2011-12); and 80.0% by (2012-13).
 To meet the Reading AYP Goal by then end of 2009, we need to increase our children Reading Standards to 76.1% in grade 3, 4, and 5.

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

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

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Provide comprehensive literacy instructional program	<ul style="list-style-type: none"> All student K-5 	Daily	Classroom Teachers and Reading Specialists	All classrooms will implement a balanced literacy program including elements such as guided reading, independent reading, skills instruction, comprehensions practice, word analysis, interactive read aloud, shared reading/writing/ Literature circles

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Reduce student to teacher ratio for reading instruction.	<ul style="list-style-type: none"> All students K-5 	Daily	Classroom Teachers and Specialists	Based on our Fall Assessment as well as studying last Spring Assessment with four additional specialists we can serve our children with quality, balanced reading instruction within a small instructional setting.
Identify below standard students in effort to provide individualized interventions (a)	<ul style="list-style-type: none"> All students 1-5 	Daily	Elizabeth Urmenita; Kathy Van-Winkle	Small group instruction implemented GLAD, NUA, Read Naturally incorporating supplemental decoding instruction to aid students in developing more proficiency in reading strategies
Identify below standard students in effort to provide individualized intervention (b)	<ul style="list-style-type: none"> All students 1-5 	Daily	Kathy Van-Winkle; Michael Hobson	L.A.P Program: Targeted, balanced literacy instruction focusing on individual student needs
Identify below standard students in effort to provide individualized intervention (c)	<ul style="list-style-type: none"> All students K-1 	Daily	Jan Charkow	Head Sprout: An online reading program designed to provide early intervention in phonics for targeted emerging reader
Identify above standard students and provide small group instruction	<ul style="list-style-type: none"> All students 3-5 demonstrating above standard performance in reading 	Daily	Gonder Owen, Luke Runnoe, Christine Jun; Beth Devereaux; Kasie Pranhogfer; Sabina Fazli; Heather St John	Small Group Instruction: Accelerated and enriched instruction designed to supplement the classroom experience, provide additional rigor, and address the unique needs of the gifted and above standards student in reading, writing and communication

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

SECTION 2: MAJOR FOCUS AREAS

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 Testing	All Students K-2 and # 3 rd grade students below district standard (DRA 28)	Classroom Teachers	This assessment provides data on student performance levels, reflects progress over time provides information needed to design classroom reading instruction, additional support and enrichment.
Classroom "CBAs" or other whole class summative assessments	Grades K-5	Classroom Teachers	Whole class assessments designed to provide teachers data around students' ability to read text accurately with comprehension
WASL	Grade 3-5	Hilary Sue Lingle	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>	
Balanced Literacy Program Presentation	All Staff	All year round	Each year, Wing Luke staff takes one staff PD day to focus on elements of Balanced Reading Instruction. This year's focus will be less introduction and focus more on strategies classroom teachers have used in their classrooms (Comprehension; 10:2; Display lesson objective; and lesson closure)
GLAD Program Presentation	Staff from WL and other Schools	3 X per year	The district has selected our Wing Luke site to do the GLAD Demonstration for teachers who want to participate as well as refreshing the GLAD strategies.

Family & Community Engagement

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

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Celebrate student learning and inform families of student literacy goals outcomes	<ul style="list-style-type: none"> • All Students K-5 	October 2, 2008	Elizabeth/ Heather and all staff	Curriculum Night: The purpose of Curriculum Night is to pt provide families and introduction and overview of the individual classroom experience. Specifically, introducing grade-level curriculum.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Celebrate student learning and inform families of student literacy/writing goals outcomes	<ul style="list-style-type: none"> • All Families 	1X per year	Daryle Songco and all staff	Festival of the Writing: An event to promote the independent thinkers to become young authors. The event incorporates a school-wide celebration of student work and demonstrates the writing process in action
Celebrate student learning and inform families of students math goals outcomes	<ul style="list-style-type: none"> • All Families 	3X per year	Ruth Ann Wolfe and all staff	A WASL and 2 Math Night: The purposes of WASL and Math Nights are to provide families an introduction of WASL expectation between grade 3, grade 4, and grade 5, and an overview of the EDM; CMP, Singapore Math

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Science

Lead Responsibility: Principal Davy Muth; Sabina Fazli; Heather St. John

S.M.A.R.T. Goal: Increase the percentage of 5th grade students meeting science standard from 22% in 2008 to 50% on the 2009 Science WASL. (Note: In 2007 only 12% met the science WASL standard)

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 science instruction	<ul style="list-style-type: none"> All students k-5 	District Scheduled	Classroom Teachers	Continue instructional emphasis on following the district guidance with their time frames.
Continue to use NUA strategies to generate the science hand on implementations	<ul style="list-style-type: none"> All students K-5 	District Scheduled	Classroom Teachers	Teachers will implement and employ regular use of NUA strategies to motive children’s writing to express their understanding in science.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Continue science instruction and practice of the grade level process.	<ul style="list-style-type: none"> All students K-5 	Periodically though out the school year	Classroom Teachers	Promote and invite staff to collaborate their projects across grade levels, opportunity for regular practice and evaluation of ability using the upper grades children to explain their understanding to the lower grade children.

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>
5 th Grade WASL	Grade 5	5 th grade teachers	Teachers will conduct summative writing assessments for the purpose of monitoring of the children's strengths as well as their weaknesses to help guide the science instructions.
Grade levels science based assessment unit	All students K-5	Classroom Teachers	This assessment provides data on student performance levels, reflects progress over time, and provides information needed to design classroom reading instruction, additional support and enrichment.
Classroom 'CBAs' or other whole class formal or informal assessments	All Students K-5	Classroom Teachers	Whole class assessments designed to provide teachers date around students' ability to explain their understanding scientifically with accurate and comprehension information.

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>	
Supportive PD around Science	All Staff	District Scheduled	To be determined

Note: Please delete or add rows as necessary

Family & Community Engagement

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

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>
Promote and support effective student readiness to learn.	<ul style="list-style-type: none"> • All Students K-5 	3X per year	Literacy Data Team	We learn from families and families learn from us. Create a supportive environment for learning at home, at school, and in the community that honors diverse cultures
Partnerships are developed and community resources are utilized to strengthen school, families, student learning.	<ul style="list-style-type: none"> • All Students K-5 	Monthly	Sgegee ReWA; Beth Hudson FCPC; and Wing Luke FEAT	The school displays friendly signs inside and out, in the languages of the students/families that welcome families and visitors. Sings direct everyone to the office first. Additional signs explain how to get around the building

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Increase student knowledge and understanding of Scientific Method, Systems, and scientific problem solving	<ul style="list-style-type: none"> • All Students K-5 	3X per year	Math/ Science Data Team	Science Fair: Evening presentation of school wide science content and individual student projects aligning with 3 core science standards (systems, inquiry, and problem solving?)

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>
Citizenship	Continue to increase our students' perceptions of school-wide bullying intervention.	Implementation of the Monday Morning Assembly: 1) establishing and enforcing school-wide rules against bullying; 2) Establishing student norms around safety by using 3 Rs (Respect Yourself, Respect Your School, and Respect Others); 3) Creating and monitoring systems of reporting bullying that are perceived as safe by students; 4) Continue implementation of our Citizenship which encourage students to increase the frequency of their desirable behaviors and to provide both intrinsic rewards as well as public recognition and school-wide celebration of consistent excellence.
Scholarship	Continue to increase our student's perception of school-wide high achievers.	Implementation of the Monday Morning Assembly: 1) Establishing and enforcing school-wide rules "The Harder We Work! – The Smarter We Get!" 2) Establishing student norms around academic recognition with specific subjects and specific outcomes from all different staff members; not just his or her classroom teacher.
Special Education/Inclusion	Increase communication and collaboration between special educators, general educators, and other school staff.	Seek district specialists if needed, and resources for staff, administrators, specialists, tutors, and custodians etc... to understand the procedures of recommendation and requests.

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

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Technology	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 (such as iPhoto). Additionally, students will have exposure to self-paced keyboarding instruction (Type to Learn, Read/Type, and Write) which will improve productivity while using technology.

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	Identify L2 (or below) in order to provide double dose EDM instruction – small group tutoring	\$1000	Y	SPS	
Math	Identify L2 (or below) in order to provide and extended day experience of preparatory WASL exercises	\$1000	Y	SPS	
Math	Provide extended day for the Before and After School Home Work Club for the accelerated math instruction.	\$7,500	Y	SPS	
Reading	District provides supplemental resources to classrooms (a) K-2 Leveled Readers	\$1000	Y	SPS	
Reading	Provide supplemental resources to classrooms (b) Increase reading comprehensive Read Naturally And Head Sprout.	\$3000	Y	SPS	
Reading	Identify L1 in order to provide double dose by the Specialists Elizabeth Urmenita, and Cathy Van Winkle	\$120,000	Y	SPS	
Reading	Provide extended day for the Before and After School Home Work Club for the accelerated math instruction.	\$7,500	Y	SPS	

Note: Please delete or add rows as necessary

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

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

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

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
City Year/ Americorps	<p>City Year was founded on the belief that young people can change the world. City Year's vision is that a year of service will become an opportunity for and common expectation of every young person.</p> <p>City Year's signature program, the City Year youth service corps each year unites more than 1,400 young people age 17-24 for a demanding year of full-time community service, leadership development, and civic engagement. These young leaders come from diverse backgrounds and put their idealism to work by tutoring and mentoring school children, reclaiming public spaces, and organizing after-school programs, school vacation camps, and the Starfish Corps, Young Heroes, and City Heroes programs.</p>	Daily	N	N/A	yearly
WRC (Washington Reading Corps)	<p>The mission of the Washington Reading Corps is to improve reading abilities of K-6 students across Washington State. This is achieved through research-based tutoring of struggling readers and effective collaborations among schools, families, community members, National Service, businesses and state partners.</p>	Daily	N	N/A	Yearly

Note: Please delete or add rows as necessary