



Board of Directors

**Continuous Improvement Plan
2009-2010**

Date: October 26, 2009

DIRECTIONS

The process for developing your Continuous Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: VISION, MISSION, AND BELIEFS

Define the board's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information. (levy data, board meeting data, meeting attendance data)

PART 3: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 4.

PART 4: PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Please identify all of your professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to the staff development allocation.

PART 5: APPENDICES

VISION AND MISSION

Directions: Define vision. Vision is described as the single most important tool for leading your school. It captures your school’s collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: All Port Angeles School District students will reach high standards and graduate prepared with knowledge, skills, and abilities to choose a successful future.

Directions: Define your mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization’s vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: As trustee for the community’s schools, the board of directors is responsible for:

- Representing the Community (learning about the concerns and aspirations that all segments of the community have for the schools and attempting to find ways to accommodate them where possible so that the schools will accurately respond to the needs of the community);
- Adopting Policy (developing and implementing policies that will guide the district towards compliance with federal and state statutes, rules and regulations);
- Monitoring Operations (reviewing district operations to assure compliance with district policy);
- Controlling Expenditures (formulating the district’s annual budget and approving expenditures pursuant to that budget); and
- Resolving Disputes (resolving complaints and grievances brought by students, staff or patrons, except those which by law or contract are assigned elsewhere for resolution).

Directions: Define your beliefs. Beliefs are written statements that capture your school’s shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

Beliefs:

- Education is the shared obligation of the student, family, school and community.
- Education must take place in a safe and caring environment that values high expectations, honesty, trust, and respect.
- All students must have the opportunity to learn and experience success individually and collectively.
- All students must feel valued as human beings and successful as learners.
- Every student is unique and all are capable.
- All members of the school community have equal dignity and worth.
- Cultural and social diversity are strengths in an educational environment.
- Learning is a life-long process.
- Schools are accountable to the public.
- Patriotism and citizenship are fundamental to our society.
- Individual commitment strengthens the entire organization.

BOARD MEETING REPORT CARD RESPONSE PROFILE

Directions: Calculate board meeting response form rating averages and enter in appropriate section.

Year	No.	Board Meeting Report Card Annual Summary							
		Staying on the Agenda	Addressing My Needs and Concerns	Providing Opportunity for My Comments	Community Concerns Addressed Timely	Treating Me with Dignity, Respect	Treating Each Other with Dignity, Respect	Treating the Audience with Dignity, Respect	Speakers Treating Everyone with Dignity, Respect
2001-02	16	3.19	3.09	3.44		3.21	3.44	3.25	❖
2002-03	2	3.00	2.50	2.00	1.00	3.00	3.00	2.50	❖
2003-04	10	3.44	2.75	3.30	3.00	3.30	3.30	3.10	3.50
2004-05	2	2.00	-	2.00	1.00	1.50	2.00	1.50	1.00
2005-06	0	-	-	-	-	-	-	-	-
2006-07	7	3.67	3.00	3.00	3.33	-	3.25	3.50	3.00
2007-08	8	3.00	❖	❖	2.66	❖	3.12	3.14	3.40
2008-09	12	3.00			3.00		3.16	3.50	3.20
2009-10 Exp.		3.50	❖	❖	3.00	❖	3.50	3.50	3.50

PART 2: DATA ANALYSIS

Board Leadership Implications (including reference to applicable Action Plan): Again this year, too few report cards were turned in by members of the public who are attending board meetings to draw substantial conclusions from the ratings. Ensuring access to the surveys, explaining the purpose of the feedback forms, and reminding attendees to submit comments should drive up the number of respondents. Other methods of developing community feedback can be researched (newspaper surveys, paper surveys, electronic surveys) and can be developed if cost-effective.

MAINTENANCE AND OPERATIONS LEVY HISTORY

Collection Year	Year Prev. Valuation	50% of Timber	Total	Levy Request	Ballot Projected Rate Per \$1,000	Actual Tax Per \$1,000	Percent Change in Assessed Value
1991	948,657,014	5,092,584	953,749,598	2,937,000	\$3.40	\$3.0794	
1992	965,153,099	4,447,293	969,600,392	3,071,000	\$3.45	\$3.1673	1.74%
1993	992,040,709	4,020,638	996,061,347	3,390,819	\$3.51	\$3.4042	2.79%
1994	1,101,065,451	3,417,542	1,104,482,993	3,600,449	\$3.67	\$3.2599	10.99%
1995	1,320,713,425	5,808,876	1,326,522,301	3,836,678	\$3.41	\$2.8923	19.95%
1996	1,470,996,530	6,596,515	1,477,593,045	4,006,945	\$3.49	\$2.7118	11.38%
1997	1,496,280,121	7,051,174	1,503,331,295	4,246,000	\$2.86	\$2.8244	1.72%
1998	1,523,912,179	6,874,305	1,530,786,484	4,406,000	\$2.89	\$2.8783	1.85%
1999	1,573,046,210	6,874,305	1,579,920,515	4,494,120	\$2.88	\$2.8445	3.22%
2000	1,612,192,997	6,478,578	1,618,671,575	4,584,002	\$2.88	\$2.8320	2.49%
2001	1,687,669,388	5,113,133	1,692,782,521	4,662,066	\$2.88	\$2.7541	4.68%
2002	1,768,600,656	4,437,122	1,773,037,778	4,953,134	\$2.88	\$2.7936	4.80%
2003	1,753,340,190	3,592,731	1,756,932,921	4,948,416	\$2.88	\$2.8165	-0.86%
2004	1,808,465,313	2,807,582	1,811,272,895	5,161,466	\$2.88	\$2.8496	3.14%
2005	1,980,183,116	4,732,233	1,984,915,349	5,418,116	\$2.88	\$2.7296	9.50%
2006	2,272,022,205	4,468,528	2,276,490,733	6,280,228	\$2.98	\$2.7587	14.74%
2007	2,925,229,662	5,239,446	2,930,523,108	6,536,071	\$2.98	\$2.2463	28.75%
2008	3,328,232,235	7,476,606	3,335,708,841	7,510,143	\$2.38	\$2.2531	13.78%
						<i>Avg % per yr</i>	7.92%
2009	3,385,501,795	5,293,451	3,390,795,246	7,718,005	\$2.28		7.58%
2010	3,642,122,831	5,293,451	3,647,416,282	7,496,372	\$2.06		7.58%
2011	3,918,195,742	5,293,451	3,923,489,193	7,439,312	\$1.90		7.58%

ACTION PLAN

GOAL 1 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	District-wide on-time graduation rate fell from a high of 81.4% in 2004-05 to 45.6% in 2006-07; Port Angeles High School’s rates fell from 88.6% to 63.5% in the same period; Lincoln Center data highly variable.				
STRATEGY	Support high school planning efforts through joint planning workshop with high school leadership, regular board member participation at recognition events, and periodic progress reporting at board meetings.				
EVIDENCE OF ACHIEVEMENT	Increase the 2009-10 district on-time graduation rate to 70.0%, and the PAHS rate to 75.0%; qualify the NCLB “Other Indicator” for AYP achievement status.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comment			
Port Angeles High School leadership team participates in board annual planning workshop to review selected CSIP action plans.	Aug. 2009	Assistant Superintendent, Superintendent	Board Members	<input checked="" type="checkbox"/>	
Develop calendar of events for the school board members to attend in support of student and staff recognition.	Aug. 2009 – June 2010	High School Principals, Assistant Superintendent	Superintendent, Board President	<input type="checkbox"/>	
Conduct review of graduation rate impact of non-resident students’ enrollment in Lincoln Center programs.	Sep. 2009 – Dec. 2009	Assistant Superintendent	Superintendent, Board Members	<input type="checkbox"/>	
Schedule regular high school continuous improvement plan progress reports at first-of-month board meetings.	Nov. 2009 – June 2010	High School Principals, Assistant Superintendent	Superintendent, Board Members	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate using multiple data sources (e.g., Educational Effectiveness Survey, student disciplinary summaries) and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	Over time, <i>CEE EES</i> shows over 56% of district staff perceive they are informed about how well they are doing, and feel recognized for a job well done; 69% feel there is a system for celebrating student success.				
STRATEGY	Examine options for designing and implementing board-level staff and student recognition programs that respond to staff and student recognition and support needs.				
EVIDENCE OF ACHIEVEMENT	Increased opportunities for board member participation in staff and student recognition activities; increase in positive perception of staff regarding recognition and being informed about how well they are doing.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comment			
Engage Administration in discussion regarding district-wide staff recognition program.	Sep. 2009 – Nov. 2009	Superintendent	Board President	<input type="checkbox"/>	
Collect information from other employee associations regarding effective staff recognition programs.	Sep. 2009 – Dec. 2009	Presidents’ Council	Superintendent	<input type="checkbox"/>	
Design staff, student, and volunteer recognition programs for board consideration.	Nov. 2009 – Apr. 2010	Superintendent	Board Members	<input type="checkbox"/>	
Schedule board member attendance at schools’ student recognition activities.	Nov. 2009 – June 2010	Principals, Executive Assistant	Board Members	<input type="checkbox"/>	
Implement district-wide staff recognition program based upon best practices as determined by association and administration research.	May 2009 – June 2009	Superintendent	Board Members	<input type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate using multiple data sources (e.g., Educational Effectiveness Survey, student disciplinary summaries) and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	Board self-assessments indicate slight increase in perceptions about acting strategically often enough, and about team management of complaints from constituents.				
STRATEGY	Examine options for designing and implementing board protocol to expand upon communication responsibilities, especially with respect to constituents, and for focusing more time on policy matters.				
EVIDENCE OF ACHIEVEMENT	Increased ratings from board member self-assessments regarding policy/strategy focus, and communication with constituents and intra-team.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes				Comment
Finalize operating protocols for enhancing operating expectations and processes.	Aug. 2009 – Feb. 2010	Superintendent	Board Members	<input type="checkbox"/>	Will Complete this after new board member is elected
Maintain routine policy review and action process related to policy committee actions and recommendations.	Aug. 2009 – July 2010	Superintendent	Board Members	<input type="checkbox"/>	Policy review, revision processes maintained
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults' capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Board self-analysis indicates most opportunity for growth on mentoring program development.				
STRATEGY	Build board unity through mentoring program planned by directors and trainer.				
EVIDENCE OF ACHIEVEMENT	Increase self-analysis ratings; mentorship meetings established.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comment
Re-assess board development, mentorship training, and meeting activities.	Sep. 2009	Superintendent	Board Members	<input type="checkbox"/>	Will attend the Annual Conference
Establish retiree and board mentor relationships.	Dec. 2009 – June 2010	Board Members	Board Members	<input type="checkbox"/>	Retiree relationships proposed
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults' capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Achievement gaps for non-white students at several grade levels reached plateaus; in a few instances gaps widened due to environmental and systemic impacts; CEE data indicates adequate diversity training at 33%.				
STRATEGY	Involve board directors in specific activities designed to support diversity and district climate reflecting an expectation that all people will be treated with trust, dignity, and respect, and importance of closing gaps.				
EVIDENCE OF ACHIEVEMENT	CEE data demonstrate higher level of focus on diversity; student performance gaps narrow for Native American students as measured by WASL results; increased diversity training response to 50%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comment
Board members attend diversity-related school programs (e.g., Martin Luther King, Jr. Assembly).	Nov. 2009 – Feb. 2010	Board Members	Board Members	<input type="checkbox"/>	
Board members participate in Elders' Luncheons and Lower Elwha Klallam Potlatch, community outreach events designed for ethnic patron links.	Oct. 2009 – June 2010	Board Members	Board Members	<input type="checkbox"/>	
Board representative participates regularly in Superintendent's Multi-Ethnic Committee meetings.	Sep. 2009 – June 2010	Board Members	Board Members	<input type="checkbox"/>	
Board representative participates in City Multi-Cultural Alliance meetings.	Sep. 2009 – June 2010	Board Members	Board Members	<input type="checkbox"/>	
Board representatives attend Superintendent's Multi-Ethnic Committee year-end potluck, J.O.M. Title VII Graduate Recognition.	June 2010	Board Members	Board Members	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.3 By June 2009, all administrator evaluations and professional development will be based on progress made toward the objectives outlined in the District Strategic Plan, Continuous School Improvement Plans, building staff capacity, and in the growth of student performance, and will integrate the ISLLC standards adopted by the state of Washington for administrator preparation and development.

DATA ANALYSIS	Administrative standards not aligned with state-adopted ISLLC performance structure focused on administrative performance and professional development.				
STRATEGY	Coherent focus linking student data, professional goals (ISLLC), and professional development, and performance assessment to standards.				
EVIDENCE OF ACHIEVEMENT	Attainment of instructional leadership performance goals linked to ISLLC analysis.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comment			
Review ISLLC standards with superintendent; consider professional development implications.	Aug. 2009	Superintendent	Board Members	<input checked="" type="checkbox"/>	
Superintendent goals aligned to provide content-specific professional development.	Aug. 2009 – Aug. 2010	Superintendent	Board Members	<input type="checkbox"/>	
Mid-, and end-of-year conferences (and interim as appropriate) used to monitor professional goal attainment and performance to standards.	Nov. 2009 – Aug. 2010	Superintendent	Board Members	<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.6 By June 2009, long term facility maintenance and replacement specifications and a facilities replacement plan was completed, and a capital projects bond proposal prepared for board consideration.

DATA ANALYSIS	1998 Long Range Planning Study identified \$26.5 million in district facilities needs; 2000 bond provided \$9.5 million; 13 year declining enrollment trend.				
STRATEGY	Complete district demographic study; assess all facilities, anticipate program needs, and develop long-range plan for new facilities.				
EVIDENCE OF ACHIEVEMENT	Approval of capital bond request to respond to highest priority capital replacement and efficiency needs.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comment
Establish a strategy to implement Long-Range Planning and Capital Bond for a long term plan.	Aug. 2009 – Dec. 2009	Executive Director Business Services	Superintendent, Board Members	<input type="checkbox"/>	
Review with community forums capital information, update data reflecting current needs and present results to board for discussion.	Apr. 2008 – Aug. 2008	Executive Director Business Services	Superintendent, Board Members	<input type="checkbox"/>	
Conduct field trips to study new construction concepts within Northwestern United States.	Jan. 2009 – Mar. 2009	Committee and Board Members	Superintendent, Board Members	<input type="checkbox"/>	

ACTION PLAN

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2010, every school will review and improve its plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Board meeting comment responses indicate stable but low return from regular meetings.				
STRATEGY	Support diversity and district climate reflecting an expectation that all people will be treated with trust, dignity, and respect; increase visibility of board meeting response cards; revise board development plan.				
EVIDENCE OF ACHIEVEMENT	Board meeting response card volume and results increase.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comment	
Conduct evaluation of board meetings to determine audience perception of respectful meeting conduct.	Sep. 2009 – July 2010	Executive Assistant	Board Members	<input type="checkbox"/>	
Develop board professional development plan based on annual planning workshop self-assessment.	Sep. 2009 – Nov. 2009	Superintendent	Board Members	<input type="checkbox"/>	
Gather board performance feedback from parents via parent conferences	Nov. 2009	Principals	Board Members	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2010, every school will review and improve its plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	<i>CEE EES</i> parent survey, diversity award, multiple successful task forces.				
STRATEGY	Enhanced level of board involvement in school events.				
EVIDENCE OF ACHIEVEMENT	Increased participation in school events; reporting on assigned schools at board meetings; implementation of revised learning improvement team policy and decision-making matrix.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Board members re-assigned to serve as liaison to two schools, and select district committees.	Dec. 2009	Executive Assistant	Board Members	<input type="checkbox"/>	

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.2 Annually the district-wide communication plan will be reviewed to evaluate the need for enhancements to stakeholder access to district and school information.

DATA ANALYSIS	<i>CEE EES</i> parent survey, multiple successful task forces, parent and staff data indicate greater knowledge of district financial priorities, board meeting attendance stable (not growing).				
STRATEGY	Implement paperless board meeting system to save operating costs and support broader access by parents, staff, and patrons to board meetings and decision processes.				
EVIDENCE OF ACHIEVEMENT	Increased participation in school board meetings; implementation of paperless board governance structure; improved board document access by staff and association leaders.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Board members review BoardDocs [®] electronic governance system at annual planning workshop; consider board meeting adjustments.	Aug. 2010	Executive Assistant, Superintendent	Board Members	<input type="checkbox"/>	
Establish a calendar of community presentations to which the board members have committed and begin to implement.	Sep. 2009 – Apr. 2010	Executive Assistant, Superintendent	Board Members	<input type="checkbox"/>	
Board members present district information to community and school groups, strengthening the number and quality of interactions.	Aug. 2009 – June 2010	Superintendent	Board Members	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.2 Annually the district-wide communication plan will be reviewed to evaluate the need for enhancements to stakeholder access to district and school information.

DATA ANALYSIS	Communication plan updated for 2009-10 Communication Task Force reports and Communications Advisory Committee report received.				
STRATEGY	Increase board member participation in community and school outreach.				
EVIDENCE OF ACHIEVEMENT	Individual/board teams speak to all government, business, community groups.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comment	
Revise board meeting matrix, including new study sessions.	Sep. 2009	Superintendent	Board Members	<input checked="" type="checkbox"/>	
Revise board role in 2009-10 Communication Plan.	Sep. 2009	Superintendent	Board Members	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.2 Annually the district-wide communication plan will be reviewed to evaluate the need for enhancements to stakeholder access to district and school information.

DATA ANALYSIS	Communication Roundtable participant feedback indicates need for improved communication regarding district priorities and successes; <i>CEE EES</i> data indicate need to communicate program, financial priorities.				
STRATEGY	Increase board communication outreach to community and school staff members.				
EVIDENCE OF ACHIEVEMENT	Improved response to board meeting feedback requests; increased in measured perception of understanding district program and financial priorities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comment	
Develop and publish at least six editions of a board newsletter to better inform district staff of board priorities and actions.	Aug. 2009 – Jun. 2010	Communications Specialist, Superintendent	Board Members	<input type="checkbox"/>	
Conclude analysis of and design for district dashboard; publish dashboard for staff and community information.	Aug. 2009 – Dec. 2009	Center for Educational Effectiveness, Superintendent	Board Members	<input type="checkbox"/>	
Establish an annual report format responsive to the district strategic plan, and consistent with priorities highlighted by the district performance.	Oct. 2009 – Jan. 2010	Center for Educational Effectiveness, Superintendent	Board Members	<input type="checkbox"/>	

PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity.

Dates	Professional Development Activity	Description of Participating Staff	☒
August 2009	Annual Board Planning Workshop	Board members, superintendent, assistant superintendents, communications coordinator, CEE executive director	<input type="checkbox"/>
August/September 2009	WASL results analysis and forecasting	Board members, superintendent, assistant superintendents, CEE executive director	<input type="checkbox"/>
October 2009	Lower Elwha Klallam Potlatch	Board Members, District Staff	<input type="checkbox"/>
November 2009	WSSDA Annual Conference	Board members, superintendent, assistant superintendent, executive assistant	<input type="checkbox"/>
December 2009	WSSDA Annual Conference review and report	Board members, superintendent, assistant superintendent, executive assistant	<input type="checkbox"/>
January 2010	Long-Range Facilities Planning	Board members, superintendent, assistant superintendents, Executive Director of Business and Operations, Facilities Manager, Communications Specialist	<input type="checkbox"/>
February 2010	WSSDA Legislative Conference Career & Technical Education Program review	Board members, superintendent, assistant superintendent	<input type="checkbox"/>

PART 4: PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Dates	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
March 2010	PAHS Five-Year Plan implementation review Class of 2009 graduation status	Board members, superintendent, assistant superintendents, high school principals, and Skills Center Director	<input type="checkbox"/>
April 2010	Response to Intervention implementation analysis	Board members, superintendent, assistant superintendents, director, elementary principals	<input type="checkbox"/>
May 2010	Budget development/personnel planning	Board members, superintendent, assistant superintendents, executive director	<input type="checkbox"/>
May 2010	Technology Instruction and Life Skills programs	Board members, superintendent, assistant superintendents, executive director	<input type="checkbox"/>
June 2010	Highly Capable Program Review	Board members, superintendent, assistant superintendents, executive director, selected Long-Range Planning & Capital Bond Committee members	<input type="checkbox"/>

APPENDICES

Directions: Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

Annual Planning Workshop Evaluation August 14-15 2009	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A or no answer	Average
SAI Review and Action Plan for 2009-10						
(1) The topic had adequate, clearly identifiable goals.	2	3				3.40
(2) The topic met my expectations and needs.	1	4				3.20
(3) Content was appropriate to the time allowed.	2	2			1	3.50
(4) Activities were appropriate (when applicable).	2	2			1	3.50
(5) There was opportunity for interaction among participants.	2	3				3.40
(6) I can apply the topic content in my role as a board member.	3	2				3.60
High School Program Overview						
(1) The topic had adequate, clearly identifiable goals.	3	2				3.60
(2) The topic met my expectations and needs.	3	2				3.60
(3) Content was appropriate to the time allowed.	3	2				3.60
(4) Activities were appropriate (when applicable).	1	3			1	3.25
(5) There was opportunity for interaction among participants.	3	2				3.60
(6) I can apply the topic content in my role as a board member.	3	2				3.60
2009-10 Budget Review						
(1) The topic had adequate, clearly identifiable goals.	3	2				3.60
(2) The topic met my expectations and needs.	3	2				3.60
(3) Content was appropriate to the time allowed.	3	2				3.60
(4) Activities were appropriate (when applicable).	2	1			2	3.66
(5) There was opportunity for interaction among participants.	2	2			1	3.50
(6) I can apply the topic content in my role as a board member.	2	2			1	3.50
2009-10 Communication Plan						
(1) The topic had adequate, clearly identifiable goals.	1	4				3.20
(2) The topic met my expectations and needs.	1	4				3.20
(3) Content was appropriate to the time allowed.	3	2				3.60
(4) Activities were appropriate (when applicable).	2	1			2	3.66
(5) There was opportunity for interaction among participants.	2	2			1	3.50
(6) I can apply the topic content in my role as a board member.	3	2				3.60

PART 5: APPENDICES

The Key Work of School Boards						
(1) The topic had adequate, clearly identifiable goals.	3	2				3.60
(2) The topic met my expectations and needs.	2	3				3.40
(3) Content was appropriate to the time allowed.	2	3				3.40
(4) Activities were appropriate (when applicable).	1	2			2	3.33
(5) There was opportunity for interaction among participants.	3	2				3.60
(6) I can apply the topic content in my role as a board member.	3	2				3.60
Superintendent Evaluation						
(1) The topic had adequate, clearly identifiable goals.	1	2			2	3.33
(2) The topic met my expectations and needs.	1	2			2	3.33
(3) Content was appropriate to the time allowed.	1	2			2	3.33
(4) Activities were appropriate (when applicable).	1	1			3	3.50
(5) There was opportunity for interaction among participants.	1	2			2	3.33
(6) I can apply the topic content in my role as a board member.	1	2			2	3.33
Board Self-Appraisal						
(1) The topic had adequate, clearly identifiable goals.	1	3			1	3.25
(2) The topic met my expectations and needs.	1	3			1	3.25
(3) Content was appropriate to the time allowed.	1	3			1	3.25
(4) Activities were appropriate (when applicable).	1	2			2	3.33
(5) There was opportunity for interaction among participants.	2	2			1	3.50
(6) I can apply the topic content in my role as a board member.	2	2			1	3.50
Board 2009-10 Continuous Improvement Plan						
(1) The topic had adequate, clearly identifiable goals.	2	2			1	3.50
(2) The topic met my expectations and needs.	1	3			1	3.25
(3) Content was appropriate to the time allowed.	1	3			1	3.25
(4) Activities were appropriate (when applicable).	2	1			2	3.66
(5) There was opportunity for interaction among participants.	2	2			1	3.50
(6) I can apply the topic content in my role as a board member.	2	2			1	3.50

PART 5: APPENDICES

Course	Title	99-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ENG 102	H English 10	74	67	85	89	60	66	59	76	71	64
ENG 124	H English 11	36	41	62	61	52	38	45	39	49	41
ENG 184	AP English	30	20	30	45	45	37	24	29	27	28
MTH 310	H Alg 3-4/Trig	45	37	50	58	52	50	47	59	xxx	xxx
MTH312	H Alg 2/Trig									49	39
MTH 314	H Math Anal	15						24	23	26	19
MTH 316	H Geometry	60	63	70	61	57	59	54	54	51	69
MTH 318*	Calculus		21	3	11	22					
MTH 500*	AP Calculus			23	11	0	16	16	16	12	22
SCI 398	AP Biology	21	13	17	29	16	17	6	11		
SCI 404	Physics	56	48	60	61	63	58	36	56	52	57
SCI 405	H Bio 1-2	30									
SCI 421	H Chemistry	24	23	32	34	25	12	34	27	24	9
SOC 185	AP US Hist/Gov	17	40	34	61	48	39	42	46	48	42
SOC 333	AP Cont Iss/Nat			13	15	15	21	31	24	20	11
ART 650	AP Art			1		2		8	4	2	3
ART 712	AP Art - 2 Hr		2				5	1	1	5	3
MUS 533	Music Theory		4								

* Calculus (MTH 318) became AP Calculus 2005-06

PART 5: APPENDICES

Advanced Placement Course Offering Targets by Subject							
Course	Title	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ENG 101	H English 10	3	3	3	4	4	4
ESS 310	H English 11	2	2	2	3	3	3
ENG 125	AP English	1	1	1	2	3	3
MTH 211	H Geometry	2	2	2	2	2	2
MTH 321	H Alg 2/Trig		2	2	2	2	2
MTH 411	H Math Anal		1	2	2	2	2
MTH 700*	AP Calculus		2	2	2	2	2
SCI 398	AP Biology	0	0	1	0	1	1
SCI 421	Physics	2	2	2	2	2	2
SCI 411	H Chemistry	1	0	1	1	1	2
SOC 185	AP US Hist/Gov	2	2	2	3	3	3
SOC 102	AP Cont Iss/Nat	1	1	1	2	2	2
ART 650	AP Art	*	*	*	*	*	*
ART 651	AP Art - 2 Hr	*	*	*	*	*	*
SECTIONS		14	18	21	25	27	28

* = individual student enrollment