



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2008-09**

School _____ Dry Creek Elementary School _____
Principal _____ Kate Wenzl _____

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input checked="" type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: When comparing data to last year's 07-08 scores: reading scores went up in most areas (see page 3 chart). The two areas that our scores went down were minimal with changed demographics and cohort data. When looking at our district benchmark data there were significant gains! 3rd grade went up 28%, 5th went up 13%, and sixth increased 12%.

Objective 1.2: See scores on page 3. Our writing scores were consistent with last year's end of year scores. We saw a soaring gain in 5th grade writing scores with a 32% gain. We continue to implement the Fletcher, Caulkins, and Sitton spelling curriculums. Students also participated in Young Writer's Conference.

Objective 1.3: See scores on page 3. Our math district benchmark data is encouraging. If there were decreases, they were minimal. Significant gain in 2nd grade with 16% gain, 18% gain in 4th, 12% gain in 5th, and 9% gain in 6th when compared to 07-08 benchmark math data. We continued with our after school math tutoring to help those in most need right before WASL.

Objective 1.4: See scores on page 3. Dry Creek has been PASD district leader in science for 4 straight years on WASL. Winter Benchmark physical science scores are consistent with scores last year. We are continuing with our formula that works! Field trips to Port Townsend Marine Lab. Sixth grade life skills curriculum and 5th grade maturation. 3rd grade Freshwater Bay field trip.

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: We screened second grade intensive students twice for progress monitoring. We will dibel all students at the beginning of the year 2009-10. Intensive students will then have progress monitoring every two weeks building wide. We continue to need replacement curriculum. We also need training for extension material in Houghton Mifflin for grade level teachers.

Objective 1.2: Fourth grade and sixth grade teachers responded to their data by meeting with adoption specialist Christa Chatters. Fourth grade re-taught structure of narrative and gave a second assessment after re-teach (set up, mix up, fix up). Writer's improved their scores. Sixth grade reviewed scoring and specific feedback given to writers. Test talks in 4th and 5th grade.

Objective 1.3: 45 students stayed after school for math tutoring that struggled in class and/or on winter benchmark. Kindergarten and first grade students did not participate. Fourth grade used this vacancy for more kids in their grade level. Parents or tribe provided transportation. Community volunteer Eleanor Geiger support math fluency and work places. Test talks in 4th and 5th grade.

Objective 1.4: Hands on FOSS Science Kits being taught in each grade level. Cumulative effort by all grade levels to improve science scores. Students need to practice writing in an expository style to support scientific investigation across grade levels, building toward 5th grade WASL.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Professional Development is needed for the built in differentiation tools built within <i>Houghton Mifflin</i> curriculum. Common remediation curriculum across the district along with professional development support. Wayne Callender came to DC staff meeting. DC RTI team took 2 half days. Most staff chose RTI book study. School wide RTI schedule adopted.	Objective 1.1: We chose not to send group to RTI school. With changes in staffing (DC lost 7 teachers), we wanted to wait and see who staff would be before we went on this visit.
Objective 1.2: Continue to utilize our former WASL scorers and adoption specialists to support our teachers and writers. Some teachers used release time for test talks and would like for more teachers to get involved with this practice. Listening to writers informs teachers about misconceptions students have and next instructional steps.	Objective 1.2: Grade level teams can work together to structure support for teacher conferencing with individual writers. This collaboration results in improved practices for learning.
Objective 1.3: After school math tutoring to support 2nd-6th graders struggling with mathematics as assessed in daily work or winter benchmark assessments. We would like to pilot Math Alert next year to begin math RTI approach. PDC will research this summer.	Objective 1.3: On target
Objective 1.4: We will need support in 09-10 school year with teachers new to their grade level. There are 7 DC teachers not returning. Some coming to DC are switching grade levels and will need training with that grade level curriculum.	Objective 1.4: On target.

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date data)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	2	91.97%	4	0	0	1	K	25	91.17%	16	0	0	2
1	116	91.37%	13	0	0	2	1	8	92.59%	2	0	0	2
2	82	93.22%	3	0	0	4	2	11	94.21%	8	0	0	0
3	155	92.59%	5	0	0	2	3	8	94.26%	2	0	0	0
4	123.5	94.09%	8	0	0	1	4	11	93.86%	5	0	0	0
5	104	92.54%	5	0	0	0	5	17	94.27%	5	0	0	2
6	180.5	92.72%	11	0	0	6	6	26	91.84%	6	0	0	1

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)		Reading					Reading			
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark
	K	❖	60%	93%	97%	K	❖	❖	❖	93%
	1	❖	93%	94%	❖	1	❖	90%	93%	❖
	2	83%	81%	86%	❖	2	87%	85%	93%	❖
	3	81%	86%	❖	56%	3	75%	80%	❖	84%
	4	87%	82%	❖	78%	4	83%	85%	❖	74%
	5	83%	81%	❖	81%	5	79%	84%	❖	94%
6	79%	83%	❖	46%	6	85%	87%	❖	58%	
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)		Writing			Math		Writing			Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	97%	99%	K	❖	❖	95%	98%
	1	❖	❖	❖	96%	1	❖	❖	❖	93%
	2	❖	❖	❖	73%	2	❖	❖	❖	89%
	3	❖	42%	72%	63%	3	❖	55%	69%	60%
	4	70%	19%	❖	23%	4	60%	33%	❖	41%
	5	❖	28%	52%	55%	5	❖	54%	84%	67%
6	❖	46%	00%	19%	6	❖	21%	59%	28%	
District Science Kit Assessments (FOSS Kits) (percent of students at standard)		Science					Science			
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	90%	90%	❖	❖	K	90%	90%	❖	❖
	1	90%	90%	80%	❖	1	90%	90%	80%	❖
	2	90%	90%	82%	❖	2	90%	85%	82%	❖
	3	84%	88%	80%	❖	3	85%	88%	85%	❖
	4	80%	82%	80%	❖	4	75%	86%	80%	❖
	5	78%	81%	73%	77%	5	80%	81%	70%	70%
6	71%	78%	76%	74%	6	70%	78%	76%	68%	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2008-09 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • Building Collaboration day used for WhyTry curriculum or Allington’s “What Really Matters in Response to Intervention.” • Two staff members went to WhyTry training in April in Auburn. • Wayne Callender came and spoke to entire staff • 2 half day DC RTI team meetings • District Collaboration Day was used to go through building wide RTI schedule, EES information, and CSIP report 3 input. • Site Team chose not to use Scott Poier with our entire staff, he could work with our site team in 09-10 	<p>Dry Creek Elementary is a powerful learning community that supports each student. Success begins with planning. We begin with looking at student data to inform next instructional steps. (1.1, 1.2, 1.3, 1.4) We strategize together the best way to support our learners through curriculum planning and pacing. Our grade level teams, site team, and staff work in concert to provide the best education for each student with common goals. (2.1, 1.1, 1.2, 1.3, 1.4) We are pleased to have a building wide RTI schedule for 09-10 school year. We engaged in powerful conversations in how to engage unmotivated students and how to support struggling readers with building collaboration time. Our 2 half days of DC RTI team was instrumental in developing RTI schedule for 09-10.</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Field Trips/PTO sponsored assemblies/Incentives for positive citizenship • CEE survey feedback analyzed • JFFA Art field trip • North Olympic Discovery Marathon morning recess laps • Hero of the Heart/Volunteer Tea • Talent Show • Mason’s Bikes for Books Incentive • Aloha Assembly/Band Concert/All City strings • DARE graduation/6th grade graduation 	<p>Dry Creek Elementary is an amazing learning community. Students, staff and parents work in concert to have the best educational experience. (2.1, 3.1) Our PTO has grown this year with more parents taking ownership of responsibilities. Students lead assemblies that promote good citizenship and honor student achievement. (3.1) Parent Jenny Heilman and principal worked on 6th grade slide show to celebrate our sixth grade graduates. It was a wonderful presentation to show the growth of some of our graduates over their 7 years at Dry Creek. One students end the 23 year period that their siblings attended DC! The Mason’s supported literacy with their Bikes for Books challenge. Also students showed off their talent at the Talent Show and concerts!</p>
Summary Analysis of Response to Intervention (RTI) Pilot Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • RTI schedule planning • Dibels piloted in second grade/progress monitoring piloted • Phonics curriculum workbooks purchased for second grade • Tiered instructional groupings of kindergarten readers • RTI updates to staff • Book study in differentiation and flexible skill groupings of students. • ERI replacement curriculum for intensive reading groups in primary grade levels. • DWA pilot, Café Model of writing 	<p>Our Response to Intervention plan has began with kindergarten and second grade teams, specifically in the area of reading. Wayne Callender spoke our staff whole group. This was wonderful timing since we had just completed our RTI book study. Next year we would like a small group (post WASL) to do a site visit to a high performing RTI school. Psychologist doing frequent progress monitoring with intensive students in second grade. We will have a building wide RTI schedule with progress monitoring of all intensive readers. We are ordering leveled books for content areas of focus in each grade level to support students at their reading level.</p>

This summary will serve as a cover page to the Action Plan sections of the CSIP for each school.

ACTION PLAN

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

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Students at Dry Creek Elementary comprehend literary text better than informational text (except grade 5, which improved 24.3%).				
STRATEGY	Improvement focus: reading informational text comprehension. DRA to assess student performance with ongoing running records for instructional pacing.				
EVIDENCE OF ACHIEVEMENT	State assessments at target AYP instructional levels for grades 3, 4, 5, and 6.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Increase use of non-fiction periodicals, as well as integrate science and social studies, to increase comprehension of informational text.	Oct. 2008 – May 2009	K-6 Teachers	Principal, Site Team, School-wide Title I	<input checked="" type="checkbox"/>	Began
Dragon Plan grades K, 1, 2 and 3 support leveled reading instruction, phonics; <i>Soar to Success</i> in 4; serve 5 in blended on-site, push in model.	Sept 2008 – June 2009	Reading Specialist, Classroom Teachers, Para-educators	Principal, Cara McGuire, School-wide Title I	<input checked="" type="checkbox"/>	Sixth grade added
Grade 2 and kindergarten RTI planning with Daily 3/5, Café, and reading groups. DIBELS piloted to inform instruction.	July 2008 – June 2009	Grades K, 2 Teachers	Dry Creek RTI Team	<input checked="" type="checkbox"/>	
LST also tracked DRA and WASL scores for each child sorted by this year’s teacher. Update with assessments ongoing and given to staff.	Aug. 2008 – May 2009	All Staff	LST, Staff	<input checked="" type="checkbox"/>	Began
Frequent grade level meetings and strategic skill grouping of students to support each student and instructional implications of data.	Aug. 2008 – June 2009	LST, Principal	Grade Level Teams, Principal	<input checked="" type="checkbox"/>	Began

ACTION PLAN

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

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	WASL grade 4 writing: 54.4% met standard in content, organization, and style, 86% met standard in conventions, 66.7% met standard; 9% gender gap with females outperforming males.				
STRATEGY	Improvement focus: content, organization, and style; Instructional strategies: Writer’s Workshop, Six Trait Writing instruction, Café, and Sitton/Calkins/Fletcher curriculum.				
EVIDENCE OF ACHIEVEMENT	Student performance rise to achieve Adequate Yearly Progress.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Provide ongoing instructional focus in thinking strategies, student written responses K-6. Student plans developed and implemented for req.	Sept. 2008 – June 2009	Staff	School-wide Title I	<input checked="" type="checkbox"/>	
Grade 2 teachers use Café model from two sisters in writing; share their training with staff at topical staff meeting.	July 2008 – June 2009	Grade 2 Teachers, Staff	Site Team, Principal, School-wide Title I	<input checked="" type="checkbox"/>	
Writer’s Workshop. Stretching small moments. Pen pals w/ the principal for WOW writing sample from each class weekly, posted in hall.	Sept. 2008 – June 2009	Grade Level Teachers and Principal	K-6 Teachers	<input checked="" type="checkbox"/>	Postcards with principal
Use data from WASL and district assessments to identify strengths and weaknesses in writing. Invite model Author Keith Baker to return.	Aug. 2008 Trimester assessments	All Staff	School-wide Title I	<input checked="" type="checkbox"/>	Different author invited
Continue implementing writing curriculum: K-3 Calkins, 4-5 Fletcher; spelling curriculum: K-5 Sitton; grade 6 classroom-based assessment.	Aug. 2008 – May 2009	K-6 Teachers	K-6 Teachers	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Continue to decrease number of mathematicians at level one or level 2 in grades 3, 4, 5, and 6 assessed on WASL.				
STRATEGY	Strategic support of bubble and below students with flexible skill groupings within class. Use new math standards aligned to math curriculum for strategic planning.				
EVIDENCE OF ACHIEVEMENT	WASL data will indicate student improvement to meet AYP goals in math and science.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
K-5 teachers will utilize <i>Bridges</i> alignment to the new math standards in their team instructional planning/calendaring/pacing.	Aug. 2008 – June 2009	K-5 Teachers	Grade Level Teams	<input checked="" type="checkbox"/>	
Increase student basic math fact fluency with support from classroom volunteers in addition, subtraction, multiplication, and division.	Oct.2008-June 2009	Teachers, Volunteers	Grade Level Teams, Site Team	<input checked="" type="checkbox"/>	Using volunteers to support
Track student data within the classroom to inform individual instructional implications for next steps; updates shows individual growth.	Oct. 2008 – May 2009	Teachers	LST, Principal, Grade Level Teams	<input checked="" type="checkbox"/>	
Teachers work with adoption specialists with WASL released items, modeling lessons, and curriculum implementation with fidelity.	Aug. 2008 – June 2009	Teachers	Adoption Specialists, Grade Level Teams	<input checked="" type="checkbox"/>	
After school math remediation for targeted students with specific skills, starting earlier this year; partnered with tribal support.	Jan. 2009 – Apr. 2009	Grade Level Teams	Principal, Title I Staff, Special Education Director	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Science WASL: Decrease level 1 and level 2 scores on the grade 5 WASL.				
STRATEGY	Implementation of FOSS Science Kits. Instructional focus: properties of systems. Continue to align K-5 curriculum that leads up to grade 5 science WASL.				
EVIDENCE OF ACHIEVEMENT	Grade 5 science WASL data will indicate student improvement by decreasing level 1 and level 2 scores. Pushing the floor up!				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
FOSS Science Kits will be implemented fully at each grade level. Professional development for new teachers only	Sept. 2008 – June 2009	Teachers, Lisa Lisk, District Trainers	Principal, Site Team	<input checked="" type="checkbox"/>	Two new teachers
Communicate scientific understanding instructional strategies K-6: science journals, vocabulary, grade level content and misconceptions.	Sept. 2008 – June 2009	Teachers, District Trainers	Principal, Site Team	<input checked="" type="checkbox"/>	
Pacific Science Center will be hosted by PTO, allowing students another opportunity for hands on science!	Feb. 2009	PTO	Principal, Site Team and PTO	<input checked="" type="checkbox"/>	
Science lessons allow for increased mainstreaming opportunities with hands-on activities with differentiation.	Oct. 2008 – June 2009	Grade Level Teachers, Specialists	IEP Teams	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

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

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	Dry Creek needs to reduce unexcused absences with increased communication and support.				
STRATEGY	Frequent communication with parents about supporting consistent attendance for their child. Utilize school nurse to be apart of conversations of concern to support families.				
EVIDENCE OF ACHIEVEMENT	Decreased unexcused and excused absences.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Daily review of attendance patterns for absenteeism and tardies. Coordination between teacher, parent, nurse, secretary and principal.	Sept. 2008 – June 2009	Attendance Secretary, Principal, Teachers.	Attendance Secretary, Principal, Staff	<input checked="" type="checkbox"/>	Calls made by 9:30 am daily
Monthly newsletters encouraging attendance and asking for appointments to be scheduled outside of school hours when possible.	Oct. 2008 – June 2009	Secretaries, Principal	Secretaries, Principal	<input checked="" type="checkbox"/>	
Principal and school nurse have monthly attendance meetings with parents of students with concerning attendance patterns.	Oct. 2008 – June 2009	Secretaries, Principal	Secretaries, Principal	<input checked="" type="checkbox"/>	Decreased unexcused absences
Attendance calls for each student absent made by 9:30 a.m. daily. Parent conferences with nurse held for students with low attendance.	Sept. 2008 – June 2009	Teachers, Principal	Secretaries, Teachers, Principal	<input checked="" type="checkbox"/>	
Recognition for nearly perfect attendance.	Nov. 2008 – June 2009	Attendance Secretary	Principal, Site Team	<input checked="" 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 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	CEE results show 73% of staff, 85% of parents, and 73% of students feel Dry Creek has a supportive learning environment; 57% of staff, 90% parents, and 89% of students feel that Dry Creek has high expectations.				
STRATEGY	Develop clear and shared goals, strategies, cultural appreciation, and understandings K-6.				
EVIDENCE OF ACHIEVEMENT	Reduced behavior incidents inside and outside that interfere with student safety and learning. New incremental incentive discipline system promotes positive citizenship resulting in few office referrals.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
School-wide behavior expectations, language and procedures that are clear and taught with shared vocabulary. Exemplar hallway pictures.	Sept. 2008 – June 2009	Staff, Discipline Committee, Principal	Staff, Discipline Committee, Principal	<input checked="" type="checkbox"/>	
Student recognition for exemplar citizenship with Dragon Deeds and school-wide announcements. Recognition assemblies.	Sept. 2008 – June 2009	Staff, Principal	Principal, Assembly Committee	<input type="checkbox"/>	
Cultural appreciation of Native Americans and diversity through content, Elders Luncheon, potlatch, Native American Day, assemblies.	Oct. 2008 – June 2009	Native American Interventionist	Principal, Site Team	<input checked="" type="checkbox"/>	Dec. 12 Elder’s
Staff Social Committee will look for opportunities for staff to get together and celebrate our time together!	Oct. 2008 – June 2009	All Staff	Social Committee	<input checked="" type="checkbox"/>	Welcome Baby Tallmadge!
Student Behavior Plans will be developed and implemented for identified students with the Special Education team.	Sept. 2008 – June 2009	Teacher, Dottie Spring, Parents, Principal	IEP Team, Principal	<input checked="" type="checkbox"/>	Amazing BIP
				<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	CEES survey: High levels of collaboration and communication: staff 49%, parents 85%, students 69%.				
STRATEGY	Utilize collaborative time constructively to focus on goals, alignment and instructional strategies.				
EVIDENCE OF ACHIEVEMENT	Evidence will be improved data on collaborative survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Site Team will collaborate with principal to create a Tuesday collaboration schedule that targets CSIP action plans. Establish goals for our work.	Sept. 2008 – Oct. 2008	Staff, Principal	Principal, Site Team	<input checked="" type="checkbox"/>	
District grade level teams will meet periodically to focus on alignment and fidelity of curricular implementation across the district.	Oct. 2008 – June 2009	Staff, Assistant Superintendent, Adoption Specialists	Principal	<input checked="" type="checkbox"/>	
Update building norms and beliefs to include new staff members; reviewed with staff periodically in staff meetings.	Aug. 2008 – June 2009	Staff, Principal	Principal, Site Team	<input checked="" type="checkbox"/>	
RTI Team will continue to set priorities, calendar additional support activities and communicate with staff updates from meetings.	Sept. 2007 – June 2008	Staff, Principal	Principal, Site Team	<input checked="" type="checkbox"/>	
School grade level meetings to discuss new curriculum, student support, OSPI released data, attendance, calendaring, and planning.	Sept. 2008 – June 2009	Staff, Principal	Principal, Site Team	<input checked="" 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	CEE EES data indicate 44% of all staff feels professional development is focused, and 49% respond positively to presence of collaborative environment.				
STRATEGY	Site Team and principal will design intentional professional development, individually and school-wide, based on teacher request, content support, and student achievement needs.				
EVIDENCE OF ACHIEVEMENT	CEE EES data increase to 80% of staff who feel there is focused staff development and collaboration.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Dragon Plan. Reading Reflex, Sitton Spelling, Running Records, and Phonics; pilot DIBELS at grade 2.	Sept. 2008 – June 2009	Cara McGuire, Adoption Specialists, Staff, Principal	Principal, Site Team, School-wide Title I, RTI Team	<input checked="" type="checkbox"/>	
Classified staff included in p.d. when possible (i.e., math, writing training). Monthly para mtg. New teachers meet monthly w/ principal.	Sept. 2008 – May 2009	Principal and Classified	Principal, Site Team	<input checked="" type="checkbox"/>	Huge support with new discipline plan
FOSS Science Kit training for new teachers.	Sept. 2008-June 2009	District Science Team	Principal, Site Team	<input checked="" type="checkbox"/>	
Tuesday early release collaboration time used to align curriculum, implement strategies in the CSIP, and staff professional conversations.	Sept. 2008 – June 2009	Staff and Principal	Principal, Site Team, School-wide Title I	<input checked="" type="checkbox"/>	
Optional book study for staff determined topic to study.	Oct. 2008 – Feb. 2009	Principal and volunteers	Principal, Site Team	<input checked="" type="checkbox"/>	RTI WhyTry
				<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	CEE EES Focused Professional Development positive response rate was 44% in 2007.				
STRATEGY	Site team, assistant superintendent, adoption specialists, and principal will design professional development that is relevant and job embedded based on teacher needs.				
EVIDENCE OF ACHIEVEMENT	CEES Focused Professional Development rating will increase to 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Site team will determine staff interest/needs for content professional development.	Sept. 2008 – June 2009	Site Team, Kindergarten Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	RTI differentiation
Staff will meet as district grade level teams periodically. Meetings will offer opportunity for input on district professional development.	Oct. 2008 – May 2009	Assistant Superintendent	Elementary Principals	<input checked="" type="checkbox"/>	
District adoption specialists work with teachers as needed in understanding the curriculum in math and literacy.	Sept. 2008 – May 2009	Assistant Superintendent, Adoption Specialists, Teachers	Elementary Principals	<input checked="" type="checkbox"/>	
Four teachers working on National Board Certification and one working on state Pro-Cert.	Sept. 2008 – June 2009	Involved Teachers	Related Organizations	<input checked="" type="checkbox"/>	2
Staff will use questions to reflect on powerful teaching and learning in their practice. Peers will encourage each other toward advancement.	Sept. 2008 – June 2009	Staff	Site Team, Principal	<input checked="" 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	CEE EES Focused Professional Development positive response rate was 44% in 2007.				
STRATEGY	The site team and principal will design professional development that is relevant and job embedded.				
EVIDENCE OF ACHIEVEMENT	CEE EES Focused Professional Development positive responses will increase to 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Principal will meet with new staff members and review school calendars, safety procedures and expectations.	Oct. 2008	Principal	Principal, New Teachers	<input checked="" type="checkbox"/>	
Develop initial plan for using early release time with site team and review with staff (using resources for targeted areas of need).	Oct. 2008	Site Team, Principal	Principal	<input checked="" type="checkbox"/>	
Learning Improvement Day workshop on building trust and teamwork.	Oct. 2008	Assistant Superintendent	Staff	<input checked="" type="checkbox"/>	
Coordinate grade level team meetings to facilitate specialist and grade level collaboration across the district and within the school.	Oct. 2008 – June 2009	Specialists, Grade Level Teachers, Principal	Principal	<input checked="" type="checkbox"/>	
Use early release time Tuesdays to meet training and collaboration needs of each individual and grade level.	Oct. 2008 – May 2009	Principal	Principal	<input checked="" 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 2.8 By June 2009, elementary school teams will participate in Response to Intervention training designed to provide understanding of a tiered model for delivery of instructional interventions addressing struggling students’ reading needs; each team will conduct an internal evaluation of interventions as a step in determining whether to recommend implementing an RTI model.

DATA ANALYSIS	RTI is a systematic approach to student learning and improvement through tiered instruction. It acknowledges that there exists a percentage of students in all schools who need more intensive, targeted instruction.				
STRATEGY	Implement RTI through uninterrupted instructional blocks, universal screening of all students, staffing targeted intervention groups, and monitor progress of student learning, adjusting groupings accordingly.				
EVIDENCE OF ACHIEVEMENT	Student learning improvement in literacy and math, our pilot grade kindergarten and grade 2. More students at standard in reading.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Create school schedule that allows for uninterrupted instructional blocks for four times a week.	Aug 2008	Lisa Lisk, Nancy McHenry, Principal	Staff	<input checked="" type="checkbox"/>	
Use existing data and pilot DIBELS to assess student abilities and utilize that data to direct next instructional steps; grade team collaborates.	July 2008-July 2009	LST, Grade Level Team	Site Team	<input checked="" type="checkbox"/>	
Calendar collaboration time to look at implications of assessment data, instruction in tiers, and make adjustments.	Aug.2008-July 2009	Staff	Site Team	<input checked="" type="checkbox"/>	
Value and support mainstreaming opportunities for students to access to basic education curriculum with support and typically developing peers.	Sept. 2008-June 2009	Staff	IEP Team	<input checked="" type="checkbox"/>	
LST, principal, assistant sup’t created assessment data spreadsheet sorted by next year’s teacher; conversation of ind. support continues.	Aug. 2008-July 2009	LST, Assistant Superintendent, Principal	RTI Team, Site Team	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	EES Survey High Levels of Community & Parent Involvement from parents 85%, Staff 62%, and Students 70%. We have a strong PTO, but we would like to have more parents involved!				
STRATEGY	Teachers will communicate with parents about performance standards, assist students and parents understand competencies/evidence of achieving standards in content areas of math, reading, writing, science.				
EVIDENCE OF ACHIEVEMENT	EES survey in 2009 will show increased data. Additional parents will support PTO events.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Open house in October to connect with families and inform them of the school year schedule. PTO event to get invite parents into school service.	Oct. 6, 2008 5-6 PTO Social 5:30-6:30 classrooms	Teachers, Principal	Principal	<input checked="" type="checkbox"/>	High turn out
Teachers will administer on-going assessment to inform whole group and small group instruction that is driven by the results and shared with home.	Sept. 2007 – June 2009	All Staff	Principal, Writing Goal Team, School-wide Title I	<input checked="" type="checkbox"/>	
Parent Nights will be held to inform parents of standards and strategies to support their student in developing proficiency of skills.	Oct. 2008 – June 2009	Teachers	Principal, School-wide Title I	<input checked="" type="checkbox"/>	
Teachers will assess student’s performance and report using a standards based system so that evidence of achievement is shared T/S/P.	Sept. 2008 – June 2009	Teachers	Principal, School-wide Title I	<input checked="" type="checkbox"/>	
Teachers will use newsletters as a way to inform parents of academic activities. Monthly school newsletter published.	Aug. 2008 – June 2009	Teachers	Principal	<input checked="" type="checkbox"/>	
Students are able to self select appropriate leveled books for independent reading at home. Reading Incentives through library too.	Sept. 2008 – June 2009	Teachers, Library Para	Principal, School-wide Title I	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Parents and community partners support students through tutoring and homework.				
STRATEGY	Recruit AmeriCorps members and request parent and community volunteers for tutoring.				
EVIDENCE OF ACHIEVEMENT	Math volunteer program established to support students with basic math facts resulting in improved math scores. Use AmeriCorps volunteers trained in math games.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
AmeriCorps members and community volunteers will receive professional training from adoption specialists on math games.	Oct. 2008 – Apr. 2009	All Staff	Principal	<input checked="" type="checkbox"/>	
Provide parent involvement through: nights for WASL, science, open house, field day, Elders’ Luncheon and emphasize advocates.	Oct. 2009 – June 2008	All staff	Principal	<input checked="" type="checkbox"/>	
Through recognition and purposeful involvement, retain volunteer base. Hero of the Heart given in May 2009.	May 2009	All Staff	Principal	<input checked="" type="checkbox"/>	
Continue to recruit volunteers for Dry Creek. Bring a friend to PTO!	Sept. 2008 – June 2009	All Staff	Principal	<input checked="" type="checkbox"/>	Growing
Keep parents informed with samples of student work displayed throughout the building.	Sept. 2008 – June 2009	All Staff	Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	CEE EES results show 79% of parents surveyed believe they are informed about Dry Creek.				
STRATEGY	Communicate clearly and often in a variety of ways to invite parent and community involvement.				
EVIDENCE OF ACHIEVEMENT	Stakeholders will know school focus and opportunities for involvement in planning and implementation. Improved 2009 EES survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Provide information through school and classroom newsletters, web site, open house, parent conferences and parent nights.	Aug. 2008 – June 2009	All Staff	Principal	<input checked="" type="checkbox"/>	
Classroom newsletters will inform parents of student learning goals, activities and ways to become involved.	Sept. 2008 – June 2009	All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	
Continue with Peninsula Mental Health and PAEF in providing basic health and counseling needs and advocacy for students and families.	Sept. 2008 – June 2009	Jennifer Soule	Principal	<input checked="" type="checkbox"/>	
Curriculum adoption specialists will help with parent information and training during WASL nights for literacy, math, and science.	Sept. 2007 – June 2009	Principal	Principal, Site Team	<input checked="" type="checkbox"/>	
Parenting classes, Muffins with Mom and Donuts with Dad will be used to share opportunities to be involved.	Mar. 2009 – June 2009	Site Team, Principal, All Staff	Principal	<input checked="" type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$1,200	Substitute time to attend training specific to math and/or differentiation of instruction.	Instructional staff including para-educators.	<input checked="" type="checkbox"/>
\$1,000	Substitute release time for assessments.	Teachers.	<input checked="" type="checkbox"/>
\$1,500	District Response to Intervention release time for Dry Creek RTI team	Dry Creek RTI Team.	<input checked="" type="checkbox"/>
\$1000	WHY TRY elementary curriculum and training for DC trainer to present to staff.	Staff.	<input checked="" type="checkbox"/>
\$1000	Purchase of books for book study...topic to be decided by staff.	Staff who want to be involved.	<input checked="" type="checkbox"/>
\$1,000	RTI site visit at RTI school.	09-10 school year with new staff members	<input type="checkbox"/>

\$6,700 School Staff Development Allocation

✓ Source: School Budget Allocation