

Port Angeles School District

Dry Creek Elementary School



Continuous
School Improvement Plan
2009-10

Date: October 12, 2009

DIRECTIONS

The process for developing your Continuous School 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 your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: STRATEGIC GOALS

Establish priority goals for improvement based on the district strategic plan.

PART 5: STRATEGIC OBJECTIVES

Establish building-level objectives to meet major goal expectations.

PART 6: 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 21.

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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.

PART 10: TECHNOLOGY SUMMARY

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans prof. dev. summary.

PART 11: SUMMARY

Summarize your Continuous School Improvement Plan. Please bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2008. **The final plan is due to the superintendent by September 21, 2009.** Schools will report progress on January 11, 2010, April 12, 2010, and finally for the year on June 18, 2010.

PART 12: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on September 21, 2009.

PART 13: APPENDICES

VISION AND MISSION

Directions: Define your school’s 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: At Dry Creek all students will thrive as responsible learning individuals and developing citizens.

Directions: Define your school’s 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: To provide each child the best possible basic education, concentrating on the whole child within an educational environment conducive to maximum individual growth.

Directions: Define your school’s 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:

- All students can learn
- Dry Creek is a community of lifelong learners
- Students are treated fairly by adults
- We provide a safe and respectful environment
- Arts are an integral part of a child’s education to develop the whole child
- Our curriculum nourishes a student’s spirit and promotes lifelong learning
- All individuals learn differently
- We extend grace to one another
- Teachers know how to work together to increase student learning, yet have individual teaching styles
- Families are an invaluable part of a child’s education
- Empathy is modeled and valued with grace
- Diversity is valued
- Each day is a fresh start
- Students learn what they are developmentally ready to learn
- Dry Creek has a welcoming environment for all
- We value small class size

DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 3: % of students at each level								
Level 1:			10.6%	5.1%	8.4%	5.0%	10.0%	7%
Level 2:			21.3%	11.9%	10.8%	9.7%	6.0%	6.0%
Level 3:			34.0%	39.0%	42.2%	39.3%	44.0%	44%
Level 4:			34.0%	42.4%	33.7%	46.0%	36.0%	43%
WASL Reading 3: % Meeting Standard:			68.1%	83.1%	78.3%	85.3%	82.0%	87%
% Not Meeting Standard:			31.9%	16.9%	72.3%	14.7%	18.0%	13%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 3: % of students at each level								
Level 1:			8.5%	15.3%	13.3%	8.9%	16.0%	8.9%
Level 2:			19.1%	10.2%	12.0%	9.6%	20.0%	16.4%
Level 3:			46.8%	64.4%	44.6%	47.8%	50.0%	53%
Level 4:			25.5%	10.2%	25.3%	33.7%	10.0%	21.7%
WASL Math 3: % Meeting Standard:			72.3%	74.6%	72.3%	81.5%	62.0%	74.7%
% Not Meeting Standard:			27.7%	25.4%	27.7%	18.5%	38.0%	25.3%

PART 2: DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the READING and WRITING sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 4: % of students at each level								
Level 1:	9.8%	0.0%	0.0%	6.8%	0.0%	0.0%	1.3%	0%
Level 2:	13.1%	21.1%	15.6%	13.6%	15.9%	11.7%	13%	10.4%
Level 3:	49.2%	35.1%	57.8%	61.4%	57.1%	60.9%	40.3%	41.6%
Level 4:	24.6%	40.4%	25.0%	6.8%	20.6%	27.4%	39%	48%
WASL Reading 4: % Meeting Standard:	73.8%	75.4%	84.1%	77.3%	82.5%	88.3%	84.4%	89.6
% Not Meeting Standard:	26.2%	24.6%	15.9%	22.7%	17.5%	11.7%	15.6%	10.4

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Writing 4: % of students at each skill								
Conventions:	66.7%	71.9%	72.3%	53.5%	86.0%	90.7%	83.8%	89.2%
Content, Organization, and Style:	48.3%	38.6%	36.9%	55.8%	54.4%	69.6%	58.1%	72%
WASL Writing 4: % Meeting Standard:	50.0%	45.6%	44.8%	50.0%	66.7%	77.8%	63.6%	75.7%
% Not Meeting Standard:	50.0%	54.4%	55.2%	50.0%	33.3%	22.2%	36.4%	24.3%

PART 2: DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the MATH and SCIENCE sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 4:								
% of students at each level								
Level 1:	16.7%	26.3%	12.5%	13.6%	7.9%	5.3%	14.5%	9.6%
Level 2:	25.0%	17.5%	35.9%	29.5%	17.5%	12.7%	25.0%	16.6%
Level 3:	38.3%	24.6%	35.9%	25.0%	31.7%	42.3%	19.7%	34%
Level 4:	16.7%	28.1%	15.6%	27.3%	38.1%	39.7%	39.5%	39.8%
WASL Math 4:								
% Meeting Standard:	55.0%	52.6%	51.6%	54.5%	73%	82%	59.2%	73.8%
% Not Meeting Standard:	45.0%	47.4%	48.4%	45.5%	27%	18%	40.8%	26.2%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Science 5:								
% of students at each level								
Level 1:	21.6%	14.8%	14.5%	18.5%	14.9%	9.9%	10.9%	7.2%
Level 2:	54.1%	29.5%	23.6%	29.2%	29.8%	24.8%	40.6%	27%
Level 3:	21.6%	41.0%	43.6%	40.0%	36.2%	48.2%	40.6%	48.8%
Level 4:	0.0%	11.5%	3.6%	7.7%	12.8%	17.1%	4.7%	17%
WASL Science 5:								
% Meeting Standard:	21.6%	52.5%	56.4%	52.3%	55.3%	65.3%	48.4%	65.8%
% Not Meeting Standard:	88.4%	47.5%	43.6%	47.7%	44.7%	34.7%	51.6%	34.2%

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 5: % of students at each level								
Level 1:			4.0%	1.6%	4.3%	2.9%	4.7%	2.9%
Level 2:			8.0%	17.5%	10.6%	7.0%	14.1%	9.4%
Level 3:			26.0%	41.3%	25.5%	21.3%	32.8%	25.2%
Level 4:			54.0%	33.3%	53.2%	68.8%	46.9%	62.5%
WASL Reading 5: % Meeting Standard:			82.0%	81.0%	85.1%	90.1%	81.3%	87.7%
% Not Meeting Standard:			18.0%	19.0%	14.9%	9.9%	18.8%	12.3%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 5: % of students at each level								
Level 1:			1.9%	14.3%	6.4%	4.3%	3.1%	2%
Level 2:			35.8%	19.0%	21.3%	14.2%	10.9%	7.4%
Level 3:			26.4%	31.7%	34.0%	40.8%	25.0%	30.6%
Level 4:			28.3%	31.7%	36.2%	40.7%	57.8%	60%
WASL Math 5: % Meeting Standard:			54.7%	66.7%	72.3%	81.5%	85.9%	90.6%
% Not Meeting Standard:			45.3 %	33.3%	27.7%	18.5%	14.1%	9.4%

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 6: % of students at each level								
Level 1:			0.7%	6.8%	4.1%	2.7%	2.1%	1.4%
Level 2:			20.9%	29.2%	26.0%	18.2%	16.7%	13.9%
Level 3:			56.9%	39.1%	52.1%	58.0%	45.8%	46.7%
Level 4:			19.6%	23.0%	13.7%	21.1%	33.3%	38%
WASL Reading 6: % Meeting Standard:			77.1%	62.1%	69.9%	79.1%	81.3%	84.7%
% Not Meeting Standard:			22.9%	37.9%	30.1%	20.9%	18.8%	15.3%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 6: % of students at each level								
Level 1:			13.7%	18.9%	15.3%	10.2%	16.7%	11.1%
Level 2:			28.8%	39.0%	26.4%	17.6%	22.9%	15.3%
Level 3:			32.0%	23.3%	43.1%	45.7%	25.0%	30.6%
Level 4:			24.8%	17.0%	15.3%	26.5%	35.4%	43%
WASL Math 6: % Meeting Standard:			56.9%	40.3%	58.3%	72.2%	60.4%	73.6%
% Not Meeting Standard:			43.1%	59.7%	41.7%	27.8%	39.6%	26.4%

WASL READING ACHIEVEMENT PROFILE

** Beginning in 2009 Reading scores are not broken down into “Literary Text” and “Informational Text”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 3	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	61.7%	57.4%	n/a	74.5%	74.5%	n/a
2007	61.0%	67.8%	n/a	69.5%	76.3%	n/a
2008	74.3%	71.6%	n/a	62.2%	70.3%	n/a
2009 Exp.	82.9%	81.1%	n/a	74.8%	80.2%	n/a
2009	72.3%	80.9%	n/a			n/1
2010 Exp.	81.5%	87.3%				

Instructional Implications (including reference to applicable Action Plan): 9 third grade readers did not make standard while 41 students did meet standard. 44% met level 3 and 36% at level 4. Native American readers met AYP (this was a goal last year)! Students with special needs narrowly missed making Adequate Yearly Progress (AYP) with 72% meeting standard in reading. Females outperformed boys by over 12%. Students need to be able to fluently read grade level/expository text accurately while using appropriate pacing, phrasing and expression to improve comprehension.

IMPLICATIONS:

- 1) Close gender gap 2) Improve SPED scores to AYP 3) Improve Comprehension of Informational Text

WASL READING ACHIEVEMENT PROFILE

** Beginning in 2009 Reading scores are not broken down into “Literary Text” and “Informational Text”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 4	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2004	64.4%	78.0%	n/a	69.5%	62.7%	n/a
2005	72.4%	84.5%	n/a	58.6%	74.1%	n/a
2006	74.6%	85.7%	n/a	69.8%	82.5%	n/a
2007	62.8%	60.5%	n/a	58.1%	51.2%	n/a
2008	82.1%	69.3%	n/a	60.7%	69.6%	n/a
2009 Exp.	88.1%	79.5%	n/a	73.8%	79.7%	n/a
2009	83.3%	80.6%	n/a			n/a
2010 Exp.	88.9%	87%				

Instructional Implications (including reference to applicable Action Plan): 12 fourth grade readers did not meet standard. 65 (13 more than last year) readers did meet standard. Only 1 reader was in the level 1 range! We also almost tripled our level 4 readers 6.8% to 20.6% in 2008. In 2009 this doubled with 39% in level 4! We had the 2nd highest reading score in the district for 4th grade! Our readers on free and reduced rate lunch just missed AYP by a fraction. Females outperformed males. Analyze and interpret of literary text improved 11.3% from last year. This cohort’s data improved by about 10% in both strand data when compared to cohort data as 3rd graders. Special Education readers made AYP!
IMPLICATIONS: 1) Close gender gap 2)Free and Reduced readers need to make AYP

WASL READING ACHIEVEMENT PROFILE

** Beginning in 2009 Reading scores are not broken down into “Literary Text” and “Informational Text”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 5	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	84.8	87.0%	n/a	87.0%	82.6%	
2007	55.6%	65.1%	n/a	58.7%	84.1 %	n/a
2008	62.8%	69.8%	n/a	86.0%	81.4%	n/a
2009 Exp.	75.2%	79.8%	n/a	90.1%	87.6%	n/a
2009	76.7%	73.3%	n/a			n/a
2010 Exp.	84.5%	82.2%				

Instructional Implications (including reference to applicable Action Plan): 12 fifth grade readers did not meet standard, 3 of which were at level 1. 52 students met standard. This cohort had 20.6% level four as fourth graders and exploded to 48.9% as level 4 fifth graders! Fifth grade males reversed the achievement gap when compared to their fourth grade scores in reading. The females saw a 10% decline when compared to their fourth grade scores. Students on Free and Reduced Lunch met AYP. Native American readers did not make AYP.
IMPLICATIONS: 1) Close gender gap 2) Native American readers did not make AYP.

WASL READING ACHIEVEMENT PROFILE

** Beginning in 2009 Reading scores are not broken down into “Literary Text” and “Informational Text”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 6	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	71.3% SMS	71.3% SMS	73.3% SMS	68.0% SMS	64.0% SMS	80.7% SMS
2007	0.0%	0.0%	n/a	0.0%	0.0%	n/a
2008	66.2%	57.4%	60.3%	61.8%	60.3%	69.1%
2009 Exp.	77.4%	71.6%	n/a	74.5%	73.5%	n/a
2009	71.1%	82.2%	77.8%			
2010 Exp.	80.7%	88%	85.2%			

Instructional Implications (including reference to applicable Action Plan): 81.3% (39 students) of sixth grade readers met standard. That’s a gain of 11.4%! 18% of sixth grade readers (9 students) did not meet standard; this is an 11% decrease when compared to last year’s sixth graders. 1 student was in level 1 and 8 students were in level 2. 22 students were at level 3 (45.8%). Females outperformed males by 10%; however girls slipped a little when compared to 5th grade while boys increased (decreasing the range between them). We had the 2nd highest reading score in the district for sixth grade reading!

IMPLICATIONS:

- 1) Close gender gap

WASL MATHEMATICS ACHIEVEMENT PROFILE

**Beginning in 2009 there is only one score for Content and one score for Process.*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 3	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	89.4%	80.9%	55.3%	46.8%	70.2%	59.6%	76.6%	57.4%
2007	57.6%	59.3%	69.5%	57.6%	67.8%	69.5%	69.5%	78.0%
2008	64.9%	74.3%	60.8%	43.2%	70.3%	70.3%	78.4%	66.2%
2009 Exp.	76.6%	82.9%	73.9%	62.1%	80.2%	80.2%	85.6%	77.4%
2009	65.2%					50.0%		
2010 Exp.	76.8%					66.7%		

Instructional Implications (including reference to applicable Action Plan): 31 third grade mathematicians (62%) met standard while 19 (38%) did not. 5 students (10%) achieved level 4, 25 students (50%) achieved level 3.
IMPLICATIONS: 1) Increase more students to level 4 in math 2) Dramatically increase mathematical processes by at least 20%

WASL MATHEMATICS ACHIEVEMENT PROFILE

Beginning in 2009 there is only one score for Content and one score for Process

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 4	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2005	34.5%	37.9%	48.3%	60.3%	56.9%	51.7%	62.1%	44.8%
2006	38.1%	49.2%	50.8%	55.6%	46%	52.4%	54%	38.1%
2007	41.9%	58.1%	65.1%	67.4%	39.5%	60.5%	55.8%	20.9%
2008	60.3%	70.7%	82.8%	63.8%	44.8%	67.2%	75.9%	70.7%
2009 Exp.	73.5%	80.5%	88.5%	75.9%	63.2%	78.1%	83.9%	80.5%
2009	59.2%					64.8%		
2010 Exp.	72.8%					76.5%		

Instructional Implications (including reference to applicable Action Plan): 31 (40.8%) fourth grade mathematicians did not make standard while 45 (59.2%) did meet it. We were nearly 10% above district and 15% above the state in mathematical processes. We had the 3rd highest math score in the district for 4th grade math.

IMPLICATIONS: 1) Increase Number Sense. 2) Increase Solve Problems/Reasons Logically for mathematical processes

WASL MATHEMATICS ACHIEVEMENT PROFILE

Beginning in 2009 there is only one score for Content and one score for Process

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	55.1	65.3%	65.3%	61.2%	65.3%	63.2%	61.2%	67.3%
2007	52.4%	65.1%	81.0%	57.1%	39.7%	50.8%	60.3%	47.6%
2008	63.6%	56.8%	56.8%	70.5%	77.3%	77.3%	79.5%	79.5%
2009 Exp.	75.7%	71.2%	71.2%	80.3%	84.9%	84.9%	86.3%	86.3%
2009	86.9%					88.5%		
2010 Exp.	91.27%					92.3%		

Instructional Implications (including reference to applicable Action Plan): 9 (13 last year) fifth grade mathematicians (14.1% 2009, 27.7% in 2008) did not make standard while 55 (85.9% in 2009, 72% in 2008) did meet standard. We were the district leaders in 5th grade math scores. We beat the district average by 14% and the state by 22%! 57.8% or 37 students were level 4. That is a 20% gain in cohort data and the 5th grade the previous year!

IMPLICATIONS: 1) Increase math performance for this cohort in sixth grade! 2) Increase math score of incoming cohort

WASL MATHEMATICS ACHIEVEMENT PROFILE

Beginning in 2009 there is only one score for Content and one score for Process

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 6	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	60.7% SMS	50.7% SMS	43.3% SMS	48.7% SMS	48.0% SMS	54.7% SMS	50.7% SMS	78.7% SMS
2007	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2008	41.8%	68.7%	64.2%	65.7%	64.2%	58.2%	59.7%	55.2%
2009 Exp.	61.2%	79.1%	76.1%	77.1%	76.1%	72.1%	73.1%	70.1%
2009	63.6%					61.4%		
2010 Exp.	75.7%					74.3%		

Instructional Implications (including reference to applicable Action Plan): 19 (30 in 2008) sixth grade mathematicians (39.6%) did not meet standard while 29 students (60.4% 2009, 58.3% in 2008) did meet standard. We had the second highest math scores in the district! We beat the state by over 8% in Mathematical Content and Mathematical Processes.

IMPLICATIONS: 1) Increase cohort data for incoming sixth grade mathematicians who have seen great gains last 2 years! 2) Solve Problems/ Reasons Logically increase (only had 3% gain even though we are ahead of district and state.

WASL SCIENCE ACHIEVEMENT PROFILE

Directions: Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Science Content				
	Properties of Systems	Structure of Systems	Changes in Systems	Inquiry in Science	Designing Solutions
	Systems	Inquiry	Applications		
2006 – State	37.3%	34.8%	41.6%	n/a	n/a
2006 – Dry Creek	48.8%	51.2%	44.2%	n/a	n/a
2007 – State	34.3%	32.5%	40.5%	n/a	n/a
2007 – Dry Creek	40.0%	46.2 %	47.7%	n/a	n/a
2008 State	38.2%	45.2%	48.0%	n/a	n/a
2008 – Dry Creek	39.5%	48.8%	62.8%	n/a	n/a
2009 – Exp.	59.7%	65.9%	75.2%	n/a	n/a
2009—Dry Creek	41.7%	51.7%	51.7%		
2009--State	43.0%	45.8%	45.5%		

Instructional Implications (including reference to applicable Action Plan): 33 fifth grade scientists (51.6%) didn't make standard while 31 (48.4%) did. For the last 4 years Dry has beaten the district and state average in science. This year is no different for our 5th year. The only strand that we were lower was in the strand Systems of Science. We had the 3rd highest science scores in the district.
IMPLICATIONS: 1) Improve Systems of Science

WASL GENDER DISAGGREGATION DATA

Directions: Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 3 READING							GRADE 3 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		60.9	80.0%	80.5%	87.0%	70.8%	94.9%		78.3%	73.3%	78.0%	85.3%	62.5%	75%
Female		75.0	86.2%	76.2%	84.1%	92.3%	94.9%		66.7%	75.9%	66.7%	77.8%	61.5%	75%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	79.2	87.1	85.7%	81.3%	87.5%	78.9%	92%	66.7%	57.6%	57.1%	71.9%	82.3%	62.2%	75%
Female	72.7	81.8	69.6%	83.9%	89.3%	89.7%	92%	42.4%	51.5%	52.2%	74.2%	82.8%	56.4%	75%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	45.8	50.0	52.4%	62.5%	63.0%	55.3%	81.2%	48.4%	73.9%	48.5%	61.5%	80.9%	53.1%	72%
Female	45.5	45.5	47.8%	71.0%	72.0%	71.8%	81.2%	56.7%	43.8%	56.3%	71.4%	80.9%	43.8%	72%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		81.8	71.2%	80.8%	87.2%	87.5%	91.7%		62.5%	61.3%	73.1%	82.1%	90.6%	93%
Female		82.1	87.5%	90.5%	93.7%	75.0%	91.7%		48.3%	71.9%	71.4%	80.9%	81.3%	93%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	SMS	69.9	54.5%	64.1%	76.1%	78.6%	90%	SMS	49.3%	39.0%	53.8%	69.2%	57.1	76.6%
Female	SMS	83.8	69.0%	76.5%	84.3%	85.0%	90%	SMS	63.8%	41.5%	63.6%	75.7%	65.0%	76.6%

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 3	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	83	88.7%	78.3%	54	87%	47	83	83%	72.3%	54	75%	40
American Indian	17	88.7%	47.1%	14	87%	12	17	83%	41.2%	14	75%	10
Asian/Pacific Islander	3	88.7%	n<10	0	87%	n<10	3	83%	n<10	0	75%	n<10
Black	0	88.7%	n<10	0	87%	n<10	0	83%	n<10	0	75%	n<10
Hispanic	2	88.7%	n<10	1	87%	n<10	2	83%	n<10	1	75%	n<10
White	61	88.7%	88.5%	38	87%	33	61	83%	82.0%	38	75%	28
Male	41	88.7%	80.5%	30	87%	26	41	83%	78.0%	30	75%	22
Female	42	88.7%	76.2%	24	87%	21	42	83%	66.7%	24	75%	18
Disabled	18	88.7%	66.7%	11	87%	9	18	83%	66.7%	11	75%	8
LEP	1	88.7%	n<10	2	87%	n<10	1	83%	n<10	2	75%	n<10
Low SES	44	88.7%	70.5%	30	87%	26	44	83%	59.1%	30	75%	22

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 4	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	63	84.9%	82.5%	49	90%	44	63	69.7%	73.0%	49	75%	37
American Indian	10	84.9%	N<10	12	90%	11	10	69.7%	N<10	12	75%	9
Asian/Pacific Islander	0	84.9%	n<10	0	90%	n<10	0	69.7%	n<10	0	75%	n<10
Black	1	84.9%	n<10	0	90%	n<10	1	69.7%	n<10	0	75%	n<10
Hispanic	3	84.9%	n<10	1	90%	n<10	3	69.7%	n<10	1	75%	n<10
White	49	84.9%	85.7%	36	90%	32	49	69.7%	79.6%	36	75%	27
Male	32	84.9%	81.3%	26	90%	23	32	69.7%	71.9%	26	75%	19
Female	31	84.9%	83.9%	23	90%	21	31	69.7%	74.2%	23	75%	17
Disabled	8	84.9%	N<10	8	90%	n<10	8	69.7%	N<10	8	75%	n<10
LEP	0	84.9%	n<10	0	90%	n<10	0	69.7%	n<10	0	75%	n<10
Low SES	29	84.9%	72.4%	25	90%	22	29	69.7%	62.1%	25	75%	19

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 5	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	47	87.3%	85.1%	65	87%	56	47	77.8%	72.3%	65	90%	59
American Indian	9	87.3%	N<10	15	87%	13	9	77.8%	N<10	15	90%	14
Asian/Pacific Islander	0	87.3%	n<10	2	87%	n<10	0	77.8%	n<10	2	90%	n<10
Black	0	87.3%	n<10	0	87%	n<10	0	77.8%	n<10	0	90%	n<10
Hispanic	1	87.3%	n<10	0	87%	n<10	1	77.8%	n<10	0	90%	n<10
White	37	87.3%	83.8%	48	87%	42	37	77.8%	73.0%	48	90%	43
Male	26	87.3%	80.8%	32	87%	28	26	77.8%	73.1%	32	90%	29
Female	21	87.3%	0.0%	33	87%	29	21	77.8%	71.4%	33	90%	30
Disabled	5	87.3%	N<10	10	87%	9	5	77.8%	N<10	10	90%	9
LEP	0	87.3%	n<10	1	87%	n<10	0	77.8%	n<10	1	90%	n<10
Low SES	27	87.3%	77.8%	36	87%	31	27	77.8%	66.7%	36	90%	32

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 6	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	73	87.3%	69.9%	45	85%	38	72	75.4%	58.3%	45	75%	34
American Indian	13	87.3%	69.2%	7	85%	n<10	13	75.4%	23.1%	7	75%	n<10
Asian/Pacific Islander	1	87.3%	n<10	0	85%	n<10	1	75.4%	n<10	0	75%	n<10
Black	2	87.3%	n<10	1	85%	n<10	2	75.4%	n<10	1	75%	n<10
Hispanic	3	87.3%	n<10	0	85%	n<10	3	75.4%	n<10	0	75%	n<10
White	54	87.3%	70.4%	15	85%	13	53	75.4%	69.8%	15	75%	11
Male	39	87.3%	64.1%	25	85%	21	39	75.4%	53.8%	25	75%	19
Female	34	87.3%	76.5%	20	85%	17	33	75.4%	63.6%	20	75%	15
Disabled	9	87.3%	n<10	6	85%	n<10	9	75.4%	n<10	6	75%	n<10
LEP	0	87.3%	n<10	0	85%	n<10	0	75.4%	n<10	0	75%	n<10
Low SES	42	87.3%	59.5%	28	85%	19	41	75.4%	43.9%	28	75%	21

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2004	2005	2007	2009	2011 Exp.		2004	2005	2007	2009	2011 Exp.
Clear & Shared Focus	86%	71%	61%	75%	85%	Frequent Monitoring of Teaching and Learning	74%	66%	53%	45%	70%
Effective School Leadership	83%	78%	59%	51%	70%	Focused Professional Development	65%	48%	44%	41%	70%
High Standards & Expectations	75%	58%	57%	57%	70%	Curric., Instruct., and Assess. Aligned with Standards	55%	65%	70%	78%	85%
High Levels of Collaboration and Communication	74%	50%	49%	49%	62%	High Levels of Community & Parent Involvement	79%	76%	62%	62%	71.5%
Supportive Learning Environment	78%	70%	73%	70%	79.8%	Staff Willingness to Change	97%	94%	100%	94%	100%

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2005	2007	2009	2011 Exp.	Category	2005	2005	2009	2011 Exp.
Clear & Shared Focus	78%	79%	78%	84.3%	Frequent Monitoring of Teaching and Learning	82%	79%	78%	84.3%
Effective School Leadership	77%	74%	73%	80.5%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	82%	90%	89%	92.5%	Curric., Instruct., and Assess. Aligned with Standards	87%	85%	80%	88.8%
High Levels of Collaboration and Communication	78%	85%	79%	88.8%	High Levels of Community & Parent Involvement	79%	85%	78%	88.8%
Supportive Learning Environment	83%	85%	79%	88.8%	Staff Willingness to Change	❖	❖	❖	❖

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2005	2007	2009	2011 Exp.	Category	2005	2007	2009	2009 Exp.
Clear & Shared Focus	80%	79%	71%	84.3%	Frequent Monitoring of Teaching and Learning	71%	79%	65%	84.3%
Effective School Leadership	65%	65%	62%	73.8%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	87%	89%	85%	91.8%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖
High Levels of Collaboration and Communication	70%	69%	61%	76.8%	High Levels of Community & Parent Involvement	69%	70%	66%	77.5%
Supportive Learning Environment	70%	73%	66%	79.8%	Staff Willingness to Change	❖	❖	❖	❖

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2008-09					Expected Results for 2009-10				
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	❖	❖	❖	❖
	1	❖	93%	94%	❖	1	95%	95%	95%	8
	2	83%	81%	86%	❖	2	90%	90%	90%	❖
	3	81%	86%	❖	56%	3	90%	90%	❖	65%
	4	87%	82%	❖	78%	4	90%	90%	❖	85%
	5	83%	81%	❖	81%	5	85%	85%	❖	83%
6	79%	83%	❖	46%	6	80%	80%	❖	85%	
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	❖	❖	❖	100%
	1	❖	❖	❖	96%	1	❖	❖	❖	100%
	2	❖	❖	❖	73%	2	❖	❖	❖	80%
	3	❖	42%	72%	63%	3	50%	60%	70%	75%
	4	70%	19%	❖	23%	4	50%	60%	70%	40%
	5	❖	28%	52%	55%	5	50%	60%	70%	65%
6	❖	46%	00%	19%	6	50%	60%	70%	40%	
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%	90%	82%	❖
	3	84%	88%	80%	❖	3	84%	88%	80%	❖
	4	80%	82%	80%	❖	4	80%	82%	80%	❖
	5	78%	81%	73%	77%	5	78%	81%	73%	85%
6	71%	78%	76%	74%	6	71%	78%	76%	85%	

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (EOY)						
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	21	91.19%	9	0	0	2
1	116	91.37%	13	0	0	2	1	25	92.60%	2	0	0	0
2	82	93.22%	3	0	0	4	2	8	94.52%	8	0	0	0
3	155	92.59%	5	0	0	2	3	11	94.44%	2	0	0	0
4	123.5	94.09%	8	0	0	1	4	8	93.86%	5	0	0	0
5	104	92.54%	5	0	0	0	5	11	94.25%	5	0	0	1
6	180.5	92.72%	11	0	0	6	6	20	91.90%	6	0	0	1

Instructional Implications (including reference to applicable Action Plan): In the 2008-09 we were able to strategize our office support for unexcused absence communication with parents. We saw a dramatic change when this was put into practice! We are very pleased with the results of our unexcused absences. We recognized perfect attendance monthly with attendance tags. Students did not want to be absent and miss getting their tag for the month. Attendance was also graphed monthly at the front entrance (also a math lesson). We also saw a decrease in truancy petitions with this increased parent communication. Parents are now calling us to let us know when their child is going to be absent instead of the other way around. Our daily average attendance was down (although excused) with several students ill. We even had to notify the health dept. when we surpassed 10% absent. We are continuing to have attendance one of our building goals for the 2009-10 school year. We understand regular school attendance is critical to a learner’s success! Miss school and they miss out! We want to increase our daily average attendance for each grade level to 95% this year!

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the WASL, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • 9 out of 10 WASL scores exceeded state scores/6 out of 10 exceeded district scores! • Dry Creek made AYP in reading in all 4 WASL graded grades! • 3rd grade reading scores went up 5%. 3rd grade Native American readers met AYP. Female 3rd grade readers increased 16%. • 4th grade readers built on their cohort 3rd grade reading scores by 6.7%. Quintupled 4th grade level 4 readers from 2007 data. • 2nd highest reading scores in the district in grades 4 and 6. • Highest math scores in district in 5th grade, 2nd highest in 6th • 5th grade readers in level 4 went up 20% for their cohort data from 4th grade score! Also decreased level 3's by this much by pushing them to level 4! Free and reduced made AYP. • 5 years of beating district average in 5th grade science scores. • 5th grade math level 4's went up 20% in both cohort and annual scores from previous cohort! This was also a 13% gain overall passing from their 4th grade scores to 85.9% passing in 09. Females in this cohort improved 15%, males jumped 20%! • 6th grade readers increased by 11.4% passing. Increased analyzing and interpreting literary text by 25%! • 6th grade pushed 6th grade mathematicians from level 3 to level 4 by 20%. 	<ul style="list-style-type: none"> • 10% decrease in 3rd grade math score. (3 classes to 2 in 08-09). • 3rd grade Special Education readers narrowly missed AYP. • Gender cohort data dropped in 3rd to 4th in math and female reading. • 4th grade free and reduced rate students need to make AYP in reading. • 4th grade writing scores saw slight decrease (3 classes to 2 in 08-09). • 4th grade math scores saw a significant decrease when compared to previous 4th grade scores (2009 5th graders are a strong cohort!); however this is a 5% gain from 2007 scores with follow the trend. • 5th grade Native American readers did not make AYP. • Level 2 Scientists on the 5th grade WASL increased by 10%. Level 4 went from 12.8% to 4.7%. • 6th grade readers dropped from level 4's to 3's for cohort data from 5th grade by 20%. • 6th grade math scores decreased by 12% when compared to their cohort scores as 5th graders. 6th grade mathematicians decreased by 20% in solves problems and reasons logically in mathematical processes. • Increase daily average attendance to at least 95% as a building. • 5th grade Science strands saw little change in 2009, except where Changes in System decreased by 10%. • Gender cohort data dropped from 5th to 6th in both reading and math.

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement.

PART 4: STRATEGIC GOALS

STRATEGIC GOALS FOR 2009-10

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
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.
GOAL 3	Parents and community partners support and enhance the education of children.

STRATEGIC OBJECTIVES FOR 2009-10

Directions: Please list the building level objectives which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
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.
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.
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.
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.
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.

PART 5: STRATEGIC OBJECTIVES

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.
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.
Objective 2.2	By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.
Objective 2.4	By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.
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.
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.

ACTION PLAN

Directions:

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

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

OBJECTIVE 1.5 By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

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 perform comprehend literary text better than informational text (except 5 th grade that went up 20%).				
STRATEGY	Improvement focus: reading informational text comprehension. Use data to inform instruction from Dibels, DRA, WASL and district assessments ongoing throughout the year to inform instruction.				
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
Support community literacy initiatives: MLK, Jr. writing, spelling bee, Literacy Council reading, Summer Reading Bug Program, etc.	Jan. 2010 – May 2010	K-6 Teachers	Principal and Site Team School-wide Title I	<input type="checkbox"/>	
Building-wide Response to Intervention plan for all intensive, strategic, and benchmark students to receive reading instruction at their ability level and need.	Sept 2009 – June 2010	Reading Specialist Classroom Teachers Para-educators	Staff, Site Team, Principal	<input type="checkbox"/>	
Dibel all students (k screening) in fall of 2009. Progress monitor strategic and intensive within their reading groups. Track data to inform.	Sept. 2009 Dibel Oct. 2009-June 2010	K-6	DC RTI Team	<input type="checkbox"/>	
Use WASL scores to inform cohort and individual need with strand data. Utilize district assessments to inform progress.	Sept. 2009-May 2010	All staff	LST/Staff	<input type="checkbox"/>	
Review, organize and prioritize our data as a school staff to identify strengths/challenges. Order replacement curriculum Reading Mastery.	Sept. 2009	LST Principal	Grade Level Teams and Principal	<input type="checkbox"/>	

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 4th Writing: 58.1% met standard in Conventions, Organizations, and Style, 83.8% met standard in conventions, 63.6% met standard. 15% Gender gap with females out performing boys.				
STRATEGY	Improvement focus: Writing COS. Writing: Instructional strategies: Writer’s Workshop, Six Trait Writing instruction, Café, CBA, and Sitton/Calkins/Fletcher curriculum. Observe district leader teachers!				
EVIDENCE OF ACHIEVEMENT	Writing: WASL and state assessment at AYP.				
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. 2009 – June 2010	Staff	School-wide	<input type="checkbox"/>	
Review district data to identify schools that showed increase in writing , invite teachers from other PA schools to share at Dry Creek.	Sept. 2009 – Dec. 2009	Principal	Principal	<input 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. 2009 – June 2010	Grade Level Teachers and Principal	K-6 Teachers	<input type="checkbox"/>	
Use data from WASL and district assessments to identify strengths and weaknesses in writing. Invite model author to lead assembly/workshop.	Aug. 2009 and trimester assessments	All Staff	School-wide	<input type="checkbox"/>	
Continue implementing writing curriculum: K-3 Calkins, 4-5 Fletcher; spelling curriculum: K-5 Sitton; 6th grade CBA.	Aug. 2009 – May 2010	K-6 Teachers	K-6 Teachers	<input 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 mathematicians at level one or level 2 in 3 rd , 4 th , 5 th , and 6 th grade as 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. Build math fluency with math dragons.				
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
Pilot math benchmark and progress monitoring assessments (math alert or AIMS web). Do not have math pullouts during number corner.	Aug. 2009 – June 2010	K-5	Grade Level Teams	<input type="checkbox"/>	
Increase student basic math fact fluency with support from classroom volunteers in addition, subtraction, multiplication, and division.	Oct.2009-June 2010	Teachers and Volunteers	Grade Level Teams and Site Team	<input type="checkbox"/>	
Review, organize and prioritize our data as a school staff to identify strengths/challenges.	Sept. 2009	Teachers	LST, Principal, Grade Level Teams	<input type="checkbox"/>	
Teachers work with adoption specialists with WASL released items, modeling lessons, and curriculum implementation with fidelity.	Aug. 2009 – June 2010	Teachers	Adoption Specialists and Grade Level Teams	<input type="checkbox"/>	
Grade Level Team discussion of lessons and student work samples discussed. Test talks with students as needed. Gather data to inform steps.	Aug. 2009 – June 2010	Staff	Principal and Site Team	<input type="checkbox"/>	
After school math remediation for targeted students with specific skills. Starting earlier this year. Partnered with tribal support.	Jan. 2010-April 2010	Grade Level Teams	Principal and Title I	<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 2 scores on the 5 th grade WASL by 15% or more. Increase boys' score on Science WASL to balance genders. 2009 WASL girls: 53.1%, boys: 43.8%. Increase Changes in Systems.				
STRATEGY	Implementation of FOSS Science curriculum. Instructional focus: Science properties of systems. Continue to align k-5 curriculum that leads up to 5 th grade 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. 2009 – June 2010	Teachers, Lisa Lisk, & District Trainers	Principal and Site Team	<input type="checkbox"/>	
Communicate scientific understanding instructional strategies K-6: science journals, vocabulary, grade level content and misconceptions.	Sept. 2009 – June 2010	Teachers and District Trainers	Principal and Site Team	<input type="checkbox"/>	
Pacific Science Center will be hosted by PTO, allowing students another opportunity for hands on Science!	February 2010	PTO	Principal, Site Team and PTO	<input type="checkbox"/>	
Science instruction integrates well with our reading goal to improve our comprehension of informational text.	Sept. 2009 – June 2010	Grade Level Teachers	Principal, Site Team	<input type="checkbox"/>	
Science lessons allow for increased mainstreaming opportunities with hands-on activities with differentiation.	Oct. 2009 – June 2010	Grade Level Teachers and Specialists	IEP Teams	<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. 2009 – June 2010	Attendance Secretary, Principal, Teachers.	Attendance Secretary, Principal, Staff	<input type="checkbox"/>	
Monthly newsletters encouraging attendance and asking for appointments to be scheduled outside of school hours when possible.	Oct. 2009 – June 2010	Secretaries, Principal	Secretaries, Principal	<input type="checkbox"/>	
Implement Why Try. Why Try emphasized at whole school assemblies, detention, classroom teachers using Why Try strategies as needed.	Oct. 2009 – June 2010	Secretaries, Principal	Secretaries, Principal	<input type="checkbox"/>	
Attendance calls for each student absent made by 9:00 am daily. Parent conferences with nurse held for students with concerning attendance.	Sept. 2009 – June 2010	Teachers, Principal	Secretaries, Teachers, Principal	<input type="checkbox"/>	
Recognition for perfect attendance monthly.	Oct. 20098-June 2010	Attendance Secretary	Principal and Site Team	<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 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 EES in 2009 shows Staff at this school collaborate to improve student learning 51%.				
STRATEGY	Use data to inform instruction based on individual student need and instructional strategies to best meet them. We are focused on student learning all the time, everyday!				
EVIDENCE OF ACHIEVEMENT	Common grade level planning meeting with principal to go over RTI student data built into schedule.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review DC shared values, identifying challenging areas, develop plan/strategy to promote positive change, and hold each other accountable.	Sept. 2009-Nov. 2009	Staff	DC Site Team	<input type="checkbox"/>	
Grade level meetings around RTI will occur on a regular basis once a month during Tuesday collaboration time	Sept. 2009 – June 2010	Staff and Principal	Principal	<input type="checkbox"/>	
New building wide RTI schedule that allows for grade level common plan time and dedicated resources to intervene with student goals.	Sept. 2009 – June 2010	Staff	Principal and DC RTI	<input type="checkbox"/>	
Tracking system for data that is visible and shows growth over time with interventions.	Aug. 2009 – June 2010	All Staff	Principal, Grade Level Team	<input type="checkbox"/>	
Classified staff included in professional development as possible. Para meetings held monthly.	Aug. 2009 – June 2010	Teacher, Dottie Spring, Parents, Principal	Paraeducators, Principal	<input type="checkbox"/>	
Resource II students mainstreamed for reading instruction in RTI system through grade level intervention programs.	Sept. 2009-June 2010	Staff	Sped and LST	<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 79%, students 62%.				
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
Community building with all stakeholders. Students wanting more voice and ownership of our school. Top 5 building goal 09-10.	Sept. 2009 – Oct. 2010	Staff and Principal	Principal and Site Team	<input type="checkbox"/>	
District grade level teams will meet periodically to focus on alignment and fidelity of curricular implementation across the district.	Oct. 2009 – June 2010	Staff , Michelle Reid, & Adoption Specialists	Principal	<input type="checkbox"/>	
Principal meets with grade level teams during their common planning time for RTI and instructional support (weekly).	Aug. 2009 – June 2010	Staff and Principal	Principal and Site Team	<input type="checkbox"/>	
RTI team will continue to set priorities, calendar additional support activities and communicate with staff updates from meetings.	Sep. 2009 – June 2010	Staff and Principal	Principal and Site Team	<input type="checkbox"/>	
Building level grade level meetings to discuss new curriculum, student support, OSPI released data, attendance, calendaring, and planning.	Sept. 2009 – June 2010	Staff and Principal	Principal and Site Team	<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 data show 41% of all staff feel there is focused professional development. Collaboration: 49%.				
STRATEGY	Site Team, Adoption Specialists, Michelle Reid and the Principal will design intentional professional development, individually and building-wide, based on teacher request, content support, and student achievement				
EVIDENCE OF ACHIEVEMENT	CEE EES data increase to 75%, staff who feel there is focused staff development and collaboration.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
RTI, Reading Reflex, Sitton Spelling, Running Records, and Phonics. Pilot Dibels, AIMS, and Math Alert.	Sept. 2009 – June 2010	Sarah Jensen, Dottie Spring, Staff, Principal	Principal and Site Team School-wide Title, RTI	<input type="checkbox"/>	
Classified staff included in p.d. when possible (i.e. math & writing training). Monthly para mtg. New teachers meet monthly w/ principal.	Sep. 2009 – May 2010	Principal and Classified	Principal and Site Team	<input type="checkbox"/>	
Completed RTI book study. Professional Development on interventions that work for inten-	Sept 2009-Dec. 2010	Sarah Jensen, Dottie Spring, Principal	Principal and DC RTI	<input type="checkbox"/>	
Tuesday, early release collaboration time used to align curriculum, implement strategies in the CSIP, and professional conversations w/staff.	Sep. 2007 – June 2008	Staff and Principal	Principal and Site Team School-wide Title I	<input type="checkbox"/>	
Continue to weave WhyTry into our daily lessons whenever possible.	Sept. 2009 – May. 2010	Principal, Nancy McHenry, Patricia Schromen	Principal and Site Team	<input type="checkbox"/>	
New book study of topic to be decided through site team and goal setting meetings with staff.	Sept. 2009 – May 2010	Teachers and Principal	Principal and Site Team	<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	53% CEE Staff survey assessment data is used to identify student needs and appropriate intervention.				
STRATEGY	Building-wide Response to Intervention Model for 2009-10 school year that students will be assessed for their learning needs and receive instructional support based on their needs with frequent monitoring.				
EVIDENCE OF ACHIEVEMENT	CEE Staff survey for assessing student needs and providing interventions rating will increase to 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
New building-wide schedule that allows for common plan time for each grade level each week to discuss student needs.	Sept. 2009	Site Team, Staff	Principal, Site Team	<input type="checkbox"/>	
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 and Michelle	<input type="checkbox"/>	
Grade level teams will work with specialists to monitor struggling students to insure interventions are working and progressing.	Sept. 2009 – May 2010	Grade Level Teams, Principal, Psychologist	Principal	<input type="checkbox"/>	
Visual tool to track student progress throughout the year.	Sept. 2009 – June 2010	Staff	Principal, Staff	<input type="checkbox"/>	
Use dibels, WASL, and district data to respond to student need throughout the year and regroup students as needed with approp. Curriculum.	Sept. 2009 – June 2010	Staff	Site Team, Principal, Psychologist	<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	EES Focused Professional Development: 41%.				
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% in 2010.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Principal will meet with new staff members and go over building calendars, safety procedures and expectations.	Oct. 2009	Principal	Principal, New Teachers	<input 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. 2009	Site Team, Principal	Principal	<input type="checkbox"/>	
Wayne Callendar presented district-wide on RTI. Continue using his teaching throughout the inaugural year of our building-wide RTI.	August 2009	CSB	Staff	<input type="checkbox"/>	
Coordinate grade level team meetings allow specialists and grade levels to collaborate across the district and within the building.	Oct. 2009 – June 2010	Specialists, Grade Level Teachers, Principal	Principal	<input type="checkbox"/>	
Read “Reading Reflex” book study with paraeducators throughout year during meeting time.	Oct. 2009– May 2010	Principal	Principal	<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 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	The district currently does not have approved grade level standards for student knowledge and skills in technology.				
STRATEGY	A district Technology Instruction Task Force will be established to research and develop identified grade level standards for student knowledge and skills in technology.				
EVIDENCE OF ACHIEVEMENT	Identified grade level standards for student knowledge and skills in technology as well as assessments to measure and report the student achievement will be completed, approved, and published.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify a representative to the district Technology Instruction Task Force of teachers, staff, parents, students and community members.	Sept. 2009-May 2010	Principal	Assistant Superintendent	<input type="checkbox"/>	
Technology Instruction Task Force will prepare regular school, board reports on task force progress through the CSIP reporting process.	Sept. 2009 – June 2010	Technology Instruction Task Force	Principal, Assistant Superintendent	<input type="checkbox"/>	
Pilot the identified grade level instructional standards and requisite assessments for the task force’s review, amendment, approval.	Sept.2009 – June 2010	Teachers	Technology Instruction Task Force, Assistant Superintendent	<input type="checkbox"/>	District technology team renewed conversations
Evaluate the pilot of identified grade level instructional technology standards and their requisite assessments.	June 2009	Teachers, Tech. Instruc. Task Force, Assistant Superintendent	Superintendent, Board of Directors	<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 2.4 By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.

DATA ANALYSIS	The district currently does not have approved coherent K-12 life skills standards and supplementary curriculum in place to ensure that all students have marketable skills when they leave the district.				
STRATEGY	A district Life Skills Task Force will be established to survey existing life skills instruction, research life skills standards and material, and develop coherent K-12 life skills standards for school board approval.				
EVIDENCE OF ACHIEVEMENT	School board approval of coherent K-12 life skills standards and supplementary instructional materials.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Pilot materials and essential questions from the district life skills task force.	Sept. 2009 – June 2010	Teachers	Principal, Life Skills Task Force, Assistant Superintendent	<input type="checkbox"/>	
Evaluate pilot of life skills supplemental curriculum materials and strategies.	Oct. 2009 – June 2010	Teachers	Principal	<input type="checkbox"/>	
Work with Karen Meyer and Florence Bucierka from the County for supporting/empowering students with life skills to make healthy choices.	Fall 2009	6 th , PE Teacher, Principal	Principal	<input type="checkbox"/>	
Life Skills Training with ESD.	Aug 2009	Principal	Principal	<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 2.8 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 student, 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 2 nd grade. More students at standard in reading, writing, and math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Create building schedule that allows for uninterrupted instructional blocks for four times a week.	Aug. 2009	Staff Input, Sarah Jensen, Amity Butler, Principal	Staff	<input checked="" type="checkbox"/>	
Use existing data & pilot Dibels to assess student abilities and utilize that data to direct next instructional steps. Collaborate w/ grade team.	July 2009-July 2010	LST, Grade Level Team	Site Team	<input type="checkbox"/>	
Calendar collaboration time to look at implications of assessment data, instruction in tiers, and make adjustments.	Aug.2009-July 2010	Staff	Site Team	<input type="checkbox"/>	
Value and support mainstreaming opportunities for students to access to gen. ed curriculum with support and typically developing peers.	Sept. 2009-June 2010	Staff	IEP Team	<input type="checkbox"/>	
LST, principal, and Michelle Reid created WASL assessment data spreadsheet sorted by next year’s teacher.	Aug. 2009	LST, Asst. Superintendent, Principal	RTI Team, Site Team	<input 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 88%, Staff 62%, and Students 66%. 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. 5, 2009 5-6 PTO Social 5:30-6:30 classrooms	Teachers, Principal	Principal	<input type="checkbox"/>	
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. 2009- June 2010	All Staff	Principal, Writing Goal Team, School-wide Title I	<input type="checkbox"/>	
Parent Nights will be held to inform parents of standards and strategies to support their student in developing proficiency of skills.	February-May 2010	Teachers	Principal, School-wide Title I	<input 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.	Nov. 2009 – June 2010	Teachers	Principal, School-wide Title I	<input type="checkbox"/>	
Teachers will use newsletters as a way to inform parents of academic activities. Monthly school newsletter published.	Aug. 2009 – June 2010	Teachers	Principal	<input type="checkbox"/>	
Students are able to self select appropriate leveled books for independent reading at home. Reading Incentives through library too.	Sept. 2009 – June 2010	Teachers, Library Para	Principal, School-wide Title I	<input 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	Parent EES 68% struggling students receive intervention and additional help at this school.				
STRATEGY	Flexible small groups based on student need. Math tutoring after school. Use parent volunteers and Americorps members in a strategic manner to support teaching and learning.				
EVIDENCE OF ACHIEVEMENT	Math volunteer program established to support students with basic math facts resulting in improved math scores. Use Americorps volunteers to be trained in math games. Increased assessment scores.				
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. 2009 – April 2010	All Staff	Principal	<input type="checkbox"/>	
Provide parent involvement through: nights for WASL, science, open house, field day, and emphasize advocates.	Oct. 2009 – June 2010	All staff	Principal	<input type="checkbox"/>	
Through recognition and purposeful involvement, retain volunteer base. Hero of the Heart given in May 2010.	May 2010	All Staff	Principal	<input type="checkbox"/>	
Continue to recruit volunteers for Dry Creek. Bring a friend to PTO! Kindergarten Orientation was a smooth way to start this relationship!	Sept. 2009 – June 2010	All Staff	Principal	<input type="checkbox"/>	
Keep parents informed with samples of student work displayed throughout the building.	Sept. 2009 – June 2010	All Staff	Principal	<input 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 2010 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. 2009 – June 2010	All Staff	Principal	<input type="checkbox"/>	
Classroom newsletters will inform parents of student learning goals, activities and ways to become involved.	Sept. 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Continue with Peninsula Mental Health and PAEF in providing basic health and counseling needs and advocacy for students and families.	Sept. 2009 – June 2010	Jennifer Soule	Principal	<input type="checkbox"/>	
Curriculum Adoption Specialists will help with parent information and training during WASL nights for literacy, math, and science.	Sept. 2009 – June 2010	Principal	Principal, Site Team	<input type="checkbox"/>	
Parenting classes, Muffins with Mom and Donuts with Dad will be used to share opportunities to be involved.	Mar. 2009 – June 2010	Site Team, Principal, All Staff	Principal	<input type="checkbox"/>	

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Our school-wide approach to student learning and improvement can be found in the structures and systems put into place across the curricula to support individual students. Specifically these support structure and systems include:

- ❖ Building-wide RTI scheduling that unleashes resources in a manner that best maximizes student support for learning. Common plan time for teachers is going to be critical for communication of best strategies to support learners.
- ❖ Students who are identified as intensive will have research based replacement curriculum. We have just ordered Reading Mastery and are looking to find a math screener to pilot.
- ❖ We continue to decrease unexcused absences with incentives. Now we like to raise our daily average attendance to 95%. We are going to honor monthly classes with the highest daily attendance during assemblies.
- ❖ 6th grade provides math remediation by keeping half their class and sending the other half to PE. Then they flip the next day.
- ❖ Student learning plans addressing specific student needs in grades 5 and 6.
- ❖ Test talks allow students' to describe their thinking to their teacher in their own words. This conversation allows for teachers to understand the thinking of their students personally and plan for next instructional support steps with intentionality.
- ❖ After School Math Tutoring will begin after winter benchmark assessments. This is an urgent, strategic time to nourish students with extra support as needed.
- ❖ **Enrichment activities** provide a wide variety of experiences. Musical enrichment opportunities will be available for all students through performances throughout the year.
- ❖ Additionally, we continue to **partner with the Dry Creek PTA and Port Angeles Education Foundation** to bring the following enrichment experiences to our students: (1) Juan de Fuca Festival presentations (2) Tears of Joy Puppet Theater Performance and Workshop sessions (K-6th grade) **Other Enrichment Opportunities:** Port Angeles Symphony Adventures in Music and sixth grade leadership club. We are going to have monthly reading contests to promote literacy. We will have dress up spirit days that are tied to learning goals this year.
- ❖ We honor our community members through our annual Veteran's Day Assembly, Annual Turkey Feast, Elder's Luncheon, and Hero of the Heart Award.
- ❖ We are working on team-building ideas through our site team meetings.
- ❖ **CELEBRATING OUR SUCCESSES TOGETHER!** Dry Creek named School of Distinction Award winner. 1 of top 55 elementary schools in the state for our rapidly increasing WASL scores!

TITLE I SCHOOL-WIDE PLAN SUMMARY

Directions: Briefly summarize your school’s strategy for implementing a Title I School-wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Dry Creek Elementary School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-06, 2006-07, and are highly qualified during 2007-08. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the para-educators supported by Title I funds at Dry Creek Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): The student assistance team meets on Thursdays to discuss students who are struggling. The team researches successful interventions to improve learning for each child individually. Weekly grade level team meetings to discuss the learning needs of each student!		
Coordination and Integration of Federal, State, and Local Services (10): Coordination with local and state agencies to ensure students basic needs are met to provide access to all students for educational benefit. Child Protective Services, Peninsula Mental Health, Clallam County Sheriff’s Dept., reading specialist, school nurse, Department of Social and Health Services, Port Angeles Education Foundation, and Native American Intervention Specialist are coordinated by school leadership to provide integrated services.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	Staff to support Level 1 and 2 students with Student Learning Plans.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	School wide assessment and instructional program for students identified for additional support
Title IIA	\$0,000	Teacher and principal professional development.
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	Basic education funds support academic interventions combined with Title I funds.
Other	\$0,000	Readiness to Learn; coordination assists students and families in grades K-1.

PART 9: 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"/>
\$880	Substitute time to attend training specific to math and/or differentiation of instruction.	Instructional staff including paraeducators	<input type="checkbox"/>
\$500	Substitute release time for assessments that give insightful information for grade level teams to collaborate on how to best meet the individual needs of each student.	Teachers	<input type="checkbox"/>
\$0	Monthly district RTI meetings	Kate Wenzl, Sarah Jensen, Dottie Spring	<input type="checkbox"/>
\$500	Release time to see other replacement curriculums being taught in the district.	Staff	<input type="checkbox"/>
\$500	Purchase of Reading Reflex books with paraeducators.	Principal and Paraeducators.	<input type="checkbox"/>

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$250	DC representation at the annual Schools of Distinction Awards and Seminar in Renton Sept. 26, 2009	Dr. Jane Pryne, Kate Wenzl, Gary Meier, Christine Peterson	<input type="checkbox"/>
\$400	RTI book study of book TBD.	Staff	<input type="checkbox"/>
\$0	Implement Why Try into detention, classrooms, and all school assemblies.	Principal, Staff	<input type="checkbox"/>
\$0	Use building collaborative time to allow grade level teams more time to discuss intervention options to support all learners.	Staff	<input type="checkbox"/>
\$250	Send Sarah Jensen to RTI conference 3 times a year.	Sarah Jensen	<input type="checkbox"/>
\$			<input type="checkbox"/>
\$0			<input type="checkbox"/>

\$3,280 School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Dry Creek				Grades (Example: Elem / MS / HS): Elem		
School Improvement Goal (taken from your building's School Improvement Plan): 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						
Technology and Learning Strategy: Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): Washington's Educational Technology Support Center Program (November 2004)						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2007-2008	Upgrade Phone System to IP Phones	IT	HW – Equipment SW – CISCO	Staff use of Phones	\$30,000 Erate Gates Funds	Cost Savings and less Down Time
	Update and Improve Web Site	Principal Site Team Teachers	TS – Web Support SW – Front Page	Parent Training	TBD	Number of Hits
	Update Teacher Work Stations	Principal SIT IT	HW – Computers SW	Use of Software	18 units @ \$1,000 - \$18,000 Gates Funds Building Budget	Number of Teachers Accessing Technology
Year 2: 2008-2009	Replace / Upgrade Computers in Lab and Update Office Printer. Fast Alert.	Principal SIT IT	HW – Computers SW	PD on New Technologies	\$20,000 – Tech Levy	Percent of Students Access to New Machines
	All staff will use skyward grade book. Parents can access grades using skyward family access.	Building Principal		Grade Book Training		Percent of Parents Accessing Information
Year 3: 2009-2010	Develop and Implement a Funded Technology Replacement Schedule & Begin Equipment Upgrades.	FV SIT IT FV Staff		PD on New Technologies	10 Cameras - \$2500 6 Printers - \$2,500 4 Projection Units - \$5,500 Gates Funds Work on Tech. Levv	All Building Technology Updated by 2011

SIP Team Leader Completing This Form: Kate Wenzl, Principal

Date: 11/16/06

Other SIP Team Participants: Steve Pazan, Scott Brodhun

SUMMARY

Directions: Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

Dry Creek had fantastic WASL results in 2009! We are going to continue to keep that momentum going with intentional student support. We use comprehensive data to inform next instructional steps. We implement small group instruction when possible to support students' learning. We implement strategic supports for students until the winter benchmark assessments. We have learned to plan for urgency at that specific time. Utilizing that data as well as test talks in the student's own words, this helps prescribe next instructional steps. Some students may require after school tutoring to get accelerate catching up. Knowing that we can always be better with hard work and team work, there are a few areas to focus on for improvement: 3rd grade Special Education readers narrowly missed AYP, gender cohort data dropped in 3rd to 4th in math and female reading, 4th grade free and reduced rate students need to make AYP in reading, 4th grade writing scores saw slight decrease (3 classes to 2 in 08-09), 4th grade math scores saw a significant decrease when compared to previous 4th grade score, 5th grade Native American readers did not make AYP, Level 2 Scientists on the 5th grade WASL increased by 10%. Level 4 went from 12.8% to 4.7, 6th grade math scores decreased by 12% when compared to their cohort scores as 5th graders. Increase daily average attendance to at least 95% as a building, gender cohort data dropped from 5th to 6th in both reading and math, and we will target Content Organization and Style in Writing as well as emphasizing pre-write strategies with our writers. We utilize Americorps and community math volunteers to increase computation for basic math facts and fluency. Building goal to increase daily average attendance to 95% (support & communication). We also recognize that students want more voice in their school. We will be much more intentional about utilizing their voice during announcements and assemblies. We are also going to start up a sixth grade leadership team. We also have 3 awards to give out each month: golden pig for cleanest classroom, Dragon for best class month attendance, and Thing 1 and Thing 2 for a reading incentive. We also have a traveling dragon going about the building for staff to recognize one another for great work or gratitude. So far he was given the Beth Backus for 100% WASL scores in 2009 in reading and math w/ her students. Also LoAnn Linn for her tremendous literacy support in the library!

Reading Objectives	3 rd :Close gender gap 2) Improve SPED scores to AYP	4 th : 1) Close gender gap 2)Free and Reduced readers need to make AYP	5 th : 1) Close gender gap 2) Native American readers did not make AYP.
Writing Objectives	4 th : Content, Organization, and Style improvement		
Math Objectives	3 rd :Dramatically increase mathematical processes by at least 20%	4 th : Increase Solve Problems/Reasons Logically	6 th : Solve Problems/ Reasons Logically increase

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Science Objectives	5 th : 1) Improve Systems of Science	Be above state and district average for 6 th straight year in 5 th grade science.	
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SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Kate Wenzl	
Certificated Staff Rep. K-1	Teresa Vogtman	
Certificated Staff Rep. 2-3	Lisa Lisk	
Certificated Staff Rep. 4-6	Nancy McHenry	
Classified Staff Rep.	Linda Wolniewicz	
Specialist Staff Rep.	Sarah Jensen	
Lower Elwha/Community Rep.	Jessica Egnew/Eleanor Geiger	
PTO Parent Rep.	Linda Cameron	
PTO Parent Rep.	Christie Tucker	
Special Education Rep.	Sarah Jensen	
Certificated Staff Rep 4-6	Jennifer Soule	
School Board President	Steve Baxter	<i>Board Approved Date:</i> _____

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.

Dry Creek Parent Involvement Plan/Procedures 2009-10

Dry Creek is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Dry Creek and home work together to promote high achievement by our children. Neither home nor Dry Creek can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. Dry Creek recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Dry Creek intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

- A. Dry Creek will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.
 - Staff and parents will meet at a site based team meeting held on November 19, 2009
 - Title I brochure/Family Involvement policy brochure
 - Classroom and school newsletters

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Annual meeting will be held on November 19, 2009 at 6:00 pm in reading room.

- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.
 - Title I staff will be available before and after school to meet with parents.
 - Evening meeting or home visits may be scheduled upon request.

PART 13: APPENDICES

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.
- Parents will serve on a site-based team at Dry Creek Elementary which meets monthly.
 - All Port Angeles School District Title I teachers will meet monthly to review current practices and consider implementation of new practices.
 - All PTO meetings are advertised on the reader board, as well as the monthly school newsletter, and parents are encouraged to attend.
- E. Provide parents of participating children—
- a. Timely information about programs under this part.
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - Title I staff will provide information about programs, assessment and expectations at open house and curriculum nights held at Dry Creek.
 - Title I staff will be available during parent teacher conferences.
- F. If school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
- Dry Creek's CSIP is continuous and evolving.
 - The document is updated annually to meet students' specific needs within our Dry Creek Community.
 - Parent comments will be forwarded to the district when the plan is submitted.
- G. Dry Creek will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.

Information will be sent out to the parents whenever meeting with regard t title one

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement plan/ procedures, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

PART 13: APPENDICES

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- Mid term and quarterly grade reports
- Email and phone contact information via the school and district web site
- November parent teacher conferences
- Dry creek Elementary parent -teacher -student compact (see attached)
- Math dragons (math timings recognized every Monday)
- Wow Writers (exceptional student writing recognized every Wednesday)
- Classroom newsletters sent home every Thursday
- Team and individual teacher staffing as needed

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved parents, and the community to improve student academic achievement, each school and district under this part.

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Maintain a welcoming environment for all students, parents and community members
 - Monthly school letter
 - Weekly classroom letters
 - Student Learning plans when appropriate
- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - School support staff guidance and assistance
 - Community's That Care family programs
 - Parent-to-Parent mentoring
 - Native American Interventionist
 - Monthly letter put out by reading specialist with reading coach information for parents
 - District improvement staff development

PART 13: APPENDICES

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - Maintain a welcoming environment
 - District improvement staff development
 - Monthly Port Angeles School District staff meeting to collaborate about curriculum (math, science, spelling, reading etc.)
 - Title I meeting, site team meeting, PTO meetings
- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Readiness to Learn, any home instruction programs for preschoolers, First Step, First Teacher, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - Maintain a welcoming environment
 - Guide and provide assistance, i.e., PIRC information, Title information etc.
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
 - November conferences
 - Title I meetings
 - Site-based team meetings (monthly)
 - Title I informational letter
- f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- j. May train parents to enhance the involvement of other parents.

PART 13: APPENDICES

- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Parent involvement brochure (see example)

PART IV-ADOPTION

This Dry Creek Parental Involvement Plan/Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/Procedures will be revised by Dry Creek on 11/19/09 and will be in effect for the period of the 2007-08 school year. The school will distribute this Parent Involvement Plan/Procedures to all parents of participating Title I children and make it available to the community on or before 11/20/09.

Signature of Title I Authorized Representative (Date)

These parents were involved with the development of this document:

NCOSP Teacher Leader Action Plan for Dry Creek

GOAL	ACTIVITY/ACTIONS	TIMELINE	RESOURCES	OUTCOMES
As TL I will meet with my principal monthly and create a list of needs to improve administration support, communication and improve student learning.	<ul style="list-style-type: none"> Create list of our needs for principal – revise throughout year Attend monthly meeting with building principal 	<ul style="list-style-type: none"> Initial list Aug. Revisit throughout the year Sept-June 	<ul style="list-style-type: none"> Time Time 	
As TL I will present science note booking at an administration meeting to help reach a common understanding of science curriculum and expectations for what administrators should observe in the K-2nd grades.	<ul style="list-style-type: none"> Attend admin meeting Sept. and October note booking 	<ul style="list-style-type: none"> plan late Aug present Sept & October 	<ul style="list-style-type: none"> Mini lesson from science curriculum / note books for admin K, 1st, 2nd grade note book examples 	
As TL I will meet with other TLs to discuss the GLE gaps in the science curriculum and provide recommendations and resources to Mrs. Reid and at grade level.	<ul style="list-style-type: none"> correlate GLE's and science curriculum at elementary level gather resources to fill in gaps at elementary level & make a list of recommendations on how to fill gaps 	<ul style="list-style-type: none"> September 2006-June 2007 September 2006 –June 2007 	<ul style="list-style-type: none"> Curriculum from all FOSS kits for our district and GLE's SMATE AIMS Federal way kits 	
As TL I will attend WSTA/WORD Science Literacy Conference in Spokane, WA.	<ul style="list-style-type: none"> Attend note booking workshops and other science and literacy class to bring back to staff/grade level 			