



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2009-10**

School Dry Creek Elementary School
Principal Kate Wenzl

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: Reading Action Plans (CSIP pg. 34). We use Dibels, DRA, WASL assessment data to chart student growth over time. We have identified who are intensive students and provided NEW research based replacement curriculum for those students. They are progress monitored to see if intervention is working. 3rd grade DRA scores have increased 15% (2nd yr RTI for cohort).

Objective 1.2: Writing Action Plans (CSIP pg. 35). 48% of fourth graders met standard on the Writing assessment this fall. This is a 12% decrease. Ann Nolan has provided specialists training in the Classroom Based Measurement Assessment for writing. Teachers are reviewing data of this cohort to previous cohorts and making adjustments to instruction as needed.

Objective 1.3: Math Action Plans (CSIP pg. 36). WASL scores 2008-09 3rd 62%, 4th 59.2%, 5th 85.9%, and 6th 60.4%. 5th grade level 4's went up 20% with 13% increase overall and 10% gain from when they were 4th graders. Intermediate teachers have been reviewing the new math standards and how they align with our math curriculum and making necessary adjustments.

Objective 1.4: Science Action Plans (CSIP pg 37). Our Science WASL scores exceeded the district average score for the 4th straight year. We did experience a 7% decrease from the previous year. Male scientists' scores decreased significantly. All staff use the science kits. Our first grade also did their insect kit even though it was not required. It integrates nicely with math.

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

Objective 1.1: We have revised our building schedule repeatedly to squeeze as much instructional time for students with all available resources to get improved results. It has been difficult to find common planning time and enough available adults to provide RTI support for kindergarten w/ half day model. Americorps & N.A. Interventionist are supporting K strategic students.

Objective 1.2: Ann Nolan presented the Classroom Based Measurement to our specialists at DC. She will be presenting this assessment tool to the whole staff at our February topical staff meeting. This measurement tool that takes very little time and produces progress monitoring information in writing. This allows us a similar data tracking system for Response to Intervention.

Objective 1.3: We have placed greater emphasis this year as a building goal to increase student basic math fluency with math dragons. There are traveling awards of Thing 1 and Thing 2 to help encourage classes to achieve 100% math dragons for their classrooms. Students have responded enthusiastically with increased results. We are also adjusting instruction to prepare for MSP.

Objective 1.4: We are unsure of the changes with the Science MSP. We are experiencing difficulty trying to squeeze all of the important subjects within the given instructional time. We integrate science into our reading and writing when possible. We also used part of our OSPI School Improvement Award to purchase differentiated science texts from National Geographic.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: We have several new replacement curriculums for Response to Intervention. We also have a new Learning Support Teacher who has been doing an amazing job with a new building schedule, testing schedule, new curriculums, and a new role. We have been working through these new opportunities together with communication. Psychologist Ann Nolan has been helpful!	Objective 1.1: No adjustments needed at this time.
Objective 1.2: Ann Nolan will be presenting to our staff about Classroom Based Measurement. This will allow us to progress monitor our students in writing to inform instruction over time. If the instructional approach is not yielding improved results, then adjustments will be necessary. We will seek input/recommendations from Adoption Specialist in writing again this year.	Objective 1.2: No adjustments needed at this time.
Objective 1.3: We are looking at the predictability of Bridges Math Unit tests and WASL scores of past students to see if there is a correlation between the two. We have researched Math Alert and are realizing that we could be using the data we have already with great intentionality of instruction. This would be helpful next year as we look to providing math RTI.	Objective 1.3: No adjustments needed at this time.
Objective 1.4: Teachers are providing principal with percentage of students meeting standard on grade level science kits. This information will inform instruction for necessary adjustments. We continue to receive support from our building science leader Lisa Lisk. She has been very helpful with teachers in new grade levels this year.	Objective 1.4: No adjustments needed at this time.

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date data)													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	25	91.17%	16	0	0	2	K	6	91.07	0	0	0	0
1	8	92.59%	2	0	0	2	1	6	91.41	1	0	0	0
2	11	94.21%	8	0	0	0	2	7	92.47	0	0	0	2
3	8	94.26%	2	0	0	0	3	9	94.10	0	0	0	1
4	11	93.86%	5	0	0	0	4	13	93.81	1	0	0	1
5	17	94.27%	5	0	0	2	5	6	94.82	0	0	0	0
6	26	91.84%	6	0	0	1	6	4	93.80	0	0	0	0

Analysis Tool/ Measurement Device	Results for 2008-09					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	❖	❖	❖	93%	K	❖	❖	❖	
	1	❖	90%	93%	❖	1	❖			
	2	87%	85%	93%	❖	2	78%			
	3	75%	80%	❖	84%	3	90%			
	4	83%	85%	❖	74%	4	65%			
	5	79%	84%	❖	94%	5	84%			
6	85%	87%	❖	58%	6	84.4%				
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	❖	❖	95%	98%	K	❖			
	1	❖	❖	❖	93%	1	❖			
	2	❖	❖	❖	89%	2	❖			
	3	❖	55%	69%	60%	3	❖			
	4	60%	33%	❖	41%	4	48%			
	5	❖	54%	84%	67%	5	❖			
6	❖	21%	59%	28%	6	❖				
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				
	1	90%	90%	80%	❖	1				
	2	90%	85%	82%	❖	2			95%	
	3	85%	88%	85%	❖	3			96%	
	4	75%	86%	80%	❖	4				
	5	80%	81%	70%	70%	5	69%			
6	70%	78%	76%	68%	6	72%				

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

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (<i>reference related action plans</i>)	
<ul style="list-style-type: none"> • Building Collaboration data & annual building goal setting. (1.6, 2.1) • Review of WASL data with teachers for 09 WASL results for their class.(1.6) • Weekly RTI planning with specialist built in to schedule for each week ranging from 45 to 1 hour for RTI planning. (1.1, 1.6) • Professional Development for specialists in Early Reading Intervention, Reading Mastery, Classroom Based Measurement, and Dibels. (1.1, 2.8) • Building collaboration day to review and adjust student instruction based off of progress monitoring. (1.1, 1.5, 2.8) • Why Try and Wayne Callendar training in Response to Intervention. (1.1, 1.5) 	<p>Dry Creek has created an optimum building schedule that unleashes instructional resources strategically. Resources are tightly threaded together with intentionality to create improved teaching and learning conditions for reading success. We worked this through our site team in May 09 with shared input and have continued to make improvements through October. We have purchased new replacement curriculum and differentiated reading material which has required lots of professional development from School Psychologist Ann Nolan (1.1). We will continue to use collaboration time to discuss what is working for each grade level and what challenges are arising. We will learn from each other together. Second grade sharing their Walk to Read model in January.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Building-wide emphasis in Accelerated Reader and Math Fluency (1.1, 1.2) • Three awards to promote citizenship, attendance, and math fluency. (1.1, 1.2) • Student voice in 10,000 Accelerated Reader contest (1.1, 3.1) • Open House, parent conf., & Winter/Veteran's concerts (1.1, 1.2, 1.3, 3.1) • Annual Turkey Feast that fed more than 670 people from our learning community (3.1) • Staff provided pictures of themselves in elementary school and students were able to identify which staff member each kid was. They loved this! (3.1) • PTO hosted Reptile Man, Book It Theatre, Tears of Joy, & Santa Shop (1.1, 1.4, 3.1) 	<p>Dry Creek is an incredible learning community! We had incredible attendance at our 29th Annual Turkey Feast, Veteran's Day Assembly, 3 packed winter concerts, Reptile Man evening performance, open house, and parent-teacher conferences. One of our building goals is to give students more voice and to get back to promoting math fluency and Accelerated Reader. Our awards have been highly motivating to our students! Students have voted to have pajama day and to have their principal wear UW husky pajamas if there achieve greater than 10,000 Accelerated Reader points. The cougar will gratefully wear purple and gold if they surpass this reading goal! Referrals to office have decreased 37% and 15 fewer suspensions first trimester! Way to go DC! (3.1, 1.1, 1.6)</p>
Summary Analysis of <i>Response to Intervention (RTI) Pilot Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • All students assessed with Dibels in September (2.8) • Intensive students progress monitored and adjustments made to strategic grouping of students based on student need. (1.1, 2.8, 3.1) • Intensive students receiving instruction with research based replacement curriculum. Reading Mastery, Early Reading Intervention, Read 180 (1.1, 2.8) • Strategic Building Schedule that allows for weekly team planning with specialist with each grade level. (1.1, 1.6, 2.1) • Specialists, principal, and psychologist attending District RTI meetings (1.6, 2.8, 2.1). • Grade level sharing at monthly topical staff meetings (2.1, 1.1) 	<p>Dry Creek is doing a school-wide model of RTI in the area of reading. We are looking for progress monitoring assessments in writing and math to begin adding other content areas for RTI next year. We are looking at the data we already have and looking for correlation of scores on assessments and what predictability that may give us on state assessments. We are so heavily focused on reading, math, and writing that we integrate science whenever possible in our instructional day. We are anxious for our January Dibel scores and winter benchmark scores to make adjustments as needed. We look to having several students increase to the next level in RTI (red to yellow, yellow to green). (3.1, 2.8)</p>

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

PART 6: ACTION PLAN

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Continue to decrease 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"/>	reviewing
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 checked="" 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"/>	ongoing
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"/>	January 2009
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"/>	ongoing
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"/>	Winter benchmark data

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"/>	ongoing
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"/>	ongoing
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"/>	Spring 2010
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 checked="" type="checkbox"/>	National Geographic Diff. Text
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 checked="" 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"/>	Ongoing...H1N1 impacts
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 checked="" 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"/>	Ongoing
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"/>	Ongoing
Recognition for perfect attendance monthly.	Oct. 2009-2010	Attendance Secretary	Principal and Site Team	<input type="checkbox"/>	Ongoing

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 checked="" 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"/>	Ongoing
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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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"/>	Ongoing
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"/>	Ongoing
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"/>	Ongoing when possible
RTI team will continue to set priorities, calendar additional support activities and communicate with staff updates from meetings.	Sept. 2009 – June 2010	Staff and Principal	Principal and Site Team	<input type="checkbox"/>	Ongoing
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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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"/>	Ongoing
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"/>	Ongoing
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 checked="" type="checkbox"/>	Dibel, Reading Mastery
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"/>	Ongoing
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"/>	Ongoing
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"/>	Differentiation PD

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 checked="" 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"/>	January 2010
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"/>	Weekly meeting
Visual tool to track student progress throughout the year.	Sept. 2009 – June 2010	Staff	Principal, Staff	<input checked="" 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"/>	Ongoing

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 checked="" type="checkbox"/>	
Develop initial plan for using early release time with site team and review with staff (using resources for targeted areas of need).	Oct. 2009	Site Team, Principal	Principal	<input checked="" 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 checked="" 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"/>	Ongoing
Read “Reading Reflex” book study with paraeducators throughout year during meeting time.	Oct. 2009– May 2010	Principal	Principal	<input type="checkbox"/>	Ongoing...2 chapters done

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 checked="" 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 checked="" 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"/>	Ongoing
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"/>	Ongoing
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"/>	Ongoing
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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	EES Survey High Levels of Community & Parent Involvement from parents 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 checked="" 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 checked="" 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"/>	Ongoing
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"/>	Ongoing

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 Ameri-Corps 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 checked="" type="checkbox"/>	
Keep parents informed with samples of student work displayed throughout the building.	Sept. 2009 – June 2010	All Staff	Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	CEE EES results show 79% of parents surveyed believe they are informed about Dry Creek.				
STRATEGY	Communicate clearly and often in a variety of ways to invite parent and community involvement.				
EVIDENCE OF ACHIEVEMENT	Stakeholders will know school focus and opportunities for involvement in planning and implementation. Improved 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"/>	Ongoing
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"/>	Ongoing
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"/>	Ongoing
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"/>	Laura Costello's Parent cafe

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$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 checked="" type="checkbox"/>
\$500	Purchase of Reading Reflex books with paraeducators.	Principal and Paraeducators.	<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 checked="" type="checkbox"/>

\$ School Staff Development Allocation

✓ Source: School Budget Allocation