

| Key Support Needs (<i>incl. resource references related to barriers</i>) | Key Adjustments To Action Plan (<i>incl. performance data reference</i>) |
|--|--|
| Objective 1.1: Restructured RTI schedule for 2010-2011 to increase remediation time to our intensive students. What we have found in the data is that dibels over identifies. If you merge strategic and benchmark reading scores, they math our results on the winter district benchmark results. Also the standard for EOY Dibels increases dramatically, re-creating some intensive results. | Objective 1.1: We sent our second grade teachers to the Differentiation training in Sequim. After the Purdue Project came out there was some hesitancy to present this information to the whole staff. Now that the Purdue Project has been explained with greater clarity we will now proceed with a topical staff meeting to share this information learned at the Dif. Training. |
| Objective 1.2: We continue to struggle with mechanics and conventions in writing. We continue to improve our craft with the Caulkins and Fletcher writing curriculum. | Objective 1.2: Continue to track student writing data to be intentional with instructional supports. Utilize CBM data to track student improvement over time. OSPI modules will again be used to work with writers on their elaboration of small moments. |
| Objective 1.3: Develop math RTI support system without a LAP math person. Continue to improve our support during our after school math tutoring program for individual student needs. This requires increased collaboration among teachers for shared students. | Objective 1.3: Use our end of unit assessments in Bridges to predict MSP results. Nancy McHenry shared her results at our building collaborative day. We will continue to review math standards with the Bridges curriculum for optimal use of instructional time. |
| Objective 1.4: Continue to provide professional development to teachers new to their grade level. Lisa Lisk is our Science Leader and provides support for teachers with their kits. Dry Creek has been the above the district average for Science state assessment scores for last 4 years. | Objective 1.4: We have secured funding for the Science van to come out again next year. The PTO is hosting this as well as field trips to local science right here in our backyard on the Olympic Peninsula. |

| Summary Student Internal Accountability System Performance Data to Date (<i>2007-08 is end-of-year data; 2008-09 is year-to-date data</i>) | | | | | | | | | | | | | |
|--|--------------------|-----------------------|-------------|-----------|------------|-----------------|---|--------------------|-----------------------|-------------|-----------|------------|-----------------|
| 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 | | |
| | 106 | 93.17% | 44 | 0 | 0 | 7 | | 73.5 | 93.63% | 28 | 0 | 0 | 9 |
| K | 25 | 91.17% | 16 | 0 | 0 | 2 | K | 11.5 | 92.79 | 9 | 0 | 0 | 3 |
| 1 | 8 | 92.59% | 2 | 0 | 0 | 2 | 1 | 18 | 92.5 | 7 | 0 | 0 | 2 |
| 2 | 11 | 94.21% | 8 | 0 | 0 | 0 | 2 | 7 | 93.11 | 4 | 0 | 0 | 2 |
| 3 | 8 | 94.26% | 2 | 0 | 0 | 0 | 3 | 18 | 93.65 | 0 | 0 | 0 | 2 |
| 4 | 11 | 93.86% | 5 | 0 | 0 | 0 | 4 | 8 | 94.83 | 3 | 0 | 0 | 1 |
| 5 | 17 | 94.27% | 5 | 0 | 0 | 2 | 5 | 11 | 94.57 | 2 | 0 | 0 | 0 |
| 6 | 26 | 91.84% | 6 | 0 | 0 | 1 | 6 | 0 | 94.06 | 3 | 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 | ❖ | ❖ | ❖ | 92% |
| | 1 | ❖ | 90% | 93% | ❖ | 1 | ❖ | 86% | 94% | ❖ |
| | 2 | 87% | 85% | 93% | ❖ | 2 | 78% | 97% | 91% | ❖ |
| | 3 | 75% | 80% | ❖ | 84% | 3 | 90% | 78% | ❖ | ❖ |
| | 4 | 83% | 85% | ❖ | 74% | 4 | 65% | 94% | ❖ | ❖ |
| | 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 | ❖ | ❖ | ❖ | 93% |
| | 1 | ❖ | ❖ | ❖ | 93% | 1 | ❖ | ❖ | ❖ | 97% |
| | 2 | ❖ | ❖ | ❖ | 89% | 2 | ❖ | ❖ | ❖ | 81% |
| | 3 | ❖ | 55% | 69% | 60% | 3 | ❖ | 72% | 65% | 65% |
| | 4 | 60% | 33% | ❖ | 41% | 4 | 48% | 62% | ❖ | 62% |
| | 5 | ❖ | 54% | 84% | 67% | 5 | ❖ | 49% | 65% | 66% |
| 6 | ❖ | 21% | 59% | 28% | 6 | ❖ | 42% | 40% | 65% | |
| 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 | 96% | 96% | 95% | ❖ |
| | 3 | 85% | 88% | 85% | ❖ | 3 | 65% | 75% | 96% | ❖ |
| | 4 | 75% | 86% | 80% | ❖ | 4 | 78% | 85% | ❖ | ❖ |
| | 5 | 80% | 81% | 70% | 70% | 5 | 60% | ❖ | ❖ | 72% |
| 6 | 70% | 78% | 76% | 68% | 6 | 72% | 84% | ❖ | 84% | |

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

| Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans) | |
|--|---|
| <ul style="list-style-type: none"> *Weekly grade level meetings for RTI planning and collaboration (1.3, 2.8) *Placement meetings for roll up classes with strategic balance (2.1) *2nd grade teachers sent to Differentiation Training (1.1, 1.2, 2.8) *Supporting school-wide awards (math facts, tidy room, best attendance). (3.1) *Budget update and fiscal impacts (2.1) *PASD grade level meetings (1.1,1.2) *Information about the Purdue Project (2.8) *Staff Appreciation Week (3.1) *Monthly paraeducator meetings with principal (Rdg. Reflex book study) *BBQ and retirement dinner for retirees and departing staff (2.8) *Boundary Invasion Training/MSP proctor training (2.8) *June 21 RTI and building goals wrap up (strengths and weaknesses) | <p>All of our instructional resources have been used for Response to Intervention this year. We used our building collaboration day to give teachers time to collaborate about their individual students needs. We also had a weekly team plan time scheduled within the week for continued conversation. We are very pleased with our results this year for our building-wide RTI model for reading. We would like to build something similar for math remediation. It is very difficult with decreasing resources. We continue to improve our building schedule each year to maximize instructional time. We also were an early return school for MSP. We had proctor training and hosted a parent MSP Info. Parent Night.</p> |
| Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data) | |
| <ul style="list-style-type: none"> *Volunteer recognition at Board Meeting (3.1) *Volunteer Tea and Hero of the Heart Awards given (3.1) *6th grade graduation and skating party (3.1) *CEE Surveys (3.1) *Field trips to Victoria, Marine Lab, Tree farm, PA Library, Fire Station...(3.1) *Field Day/Talent Show/Donuts for Dad/Muffins for Moms (3.1) *MSP parent night (1.1,1.2,1.3,1.4, 3.1) *PJ and Aloha Day Assembly 3.1) *Kindergarten Round Up/Lower Elwha Headstart Café meeting (3.1) *Juan de Fuca Art Festival and field trips (3.1) *Math Tutors after school (1.3) *North Olympic Discovery Kids Marathon (over 2,2000 miles ran at DC) *Attendance Meetings with principal and school nurse (1.1,1.2,1.3,1.4,3.1) | <p>Our PTO continues to support learning at DC! They enhance our classrooms with field trips, books, sixth grade skate day for graduation, pastries for parents. Our students read over 10,000 Accelerated Reader points to host pajama day! The WSU principal had to wear a Husky Snuggie! The kids loved it! We also had an amazing turn out for our Volunteer Recognition and our Aloha Assembly. We also celebrated the class of 2016 graduating DC! They are an amazing record-breaking group that we are going to miss! Lucy Edwards supported our students running over 2,200 miles for the NODM Kids Marathon. The word is getting out about our annual Aloha Assembly. We ran out of chairs! Our learning community loved dressing Hawaiian led by Mrs. Heder!</p> |
| Summary Analysis of Response to Intervention (RTI) Pilot Activities during Report Period (reference related action plan data) | |
| <ul style="list-style-type: none"> *Reviewed RTI data weekly in grade level teams (1.6, 2.1, 2.8) *Looking at correlation between Bridge's Unite Assessments and state assessments (students in 4th grade that did not pass unit tests did not pass WASL) *Spring Dibels assessed *Restructured building RTI schedule to allow for greater remediation time (60 to 90 minutes) for our intensive students. *We saw an increase of intensive students with the end of year Dibels data with the big jump in their end of year standards. *Site team conversation about non-negotiables with RTI next year. | <p>Dry Creek staff is very excited about our Response to Intervention results for our first year building-wide. We have made necessary adjustments to even improve upon this model next year. We will have 60-90 minutes of intervention time for most intensive students and implement replacement curriculums with fidelity. We continue to struggle to carry this model into our math. We are looking at our end o unit assessments in Bridge's and their predictability of student success of state assessments. Nancy McHenry saw 100% of students who did not pass Bridge's assessments did not pass WASL. We were very pleased to have our Resource II kids included in reading groups. Kindergarten received very strong results with 3 students coming out as intensive.</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 checked="" 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.

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|--|---|------------------------------------|--------------------|-------------------------------------|-----------------|
| 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 checked="" 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 checked="" type="checkbox"/> | |
| Writer’s Workshop. Stretching small moments. Pen pals w/ the principal for WOW writing sample from each class weekly. Posted in hall. | Sept. 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 checked="" 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.

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|---|--|----------------------------|--|-------------------------------------|-----------------|
| 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 checked="" 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 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 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 a part 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 checked="" 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 checked="" type="checkbox"/> | Used some |
| 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 checked="" type="checkbox"/> | 94% daily avg. |
| Recognition for perfect attendance monthly. | Oct. 2009-2010 | Attendance Secretary | Principal and Site Team | <input checked="" type="checkbox"/> | |

ACTION PLAN

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| 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. |

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|--|--|--|-----------------------------|-------------------------------------|-----------------|
| 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 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.

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|---|---|---|---|-------------------------------------|-------------------------|
| 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 checked="" type="checkbox"/> | |
| Classified staff included in p.d. when possible (i.e. math & writing training). Monthly para mtg. New teachers meet monthly w/ principal. | Sep. 2009 – May 2010 | Principal and Classified | Principal and Site Team | <input checked="" 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 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> | RTI train/Reading Relex |

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.

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|---|---|--|------------------------------------|-------------------------------------|-----------------|
| 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 checked="" 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 checked="" type="checkbox"/> | |
| 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 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 | 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 checked="" type="checkbox"/> | |
| Read “Reading Reflex” book study with paraeducators throughout year during meeting time. | Oct. 2009– May 2010 | Principal | Principal | <input checked="" type="checkbox"/> | Thru chapter 4 |

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"/> | Tina interviewed |
| 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 checked="" type="checkbox"/> | Tina interviewed |
| 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 checked="" 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 checked="" type="checkbox"/> | |
| Evaluate pilot of life skills supplemental curriculum materials and strategies. | Oct. 2009 – June 2010 | Teachers | Principal | <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 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 checked="" 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 checked="" type="checkbox"/> | MSP night |
| 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 checked="" 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 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 | 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 checked="" type="checkbox"/> | More needed |
| Provide parent involvement through: nights for WASL, science, open house, field day, and emphasize advocates. | Oct. 2009 – June 2010 | All staff | Principal | <input checked="" type="checkbox"/> | |
| Through recognition and purposeful involvement, retain volunteer base. Hero of the Heart given in May 2010. | May 2010 | All Staff | Principal | <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> |
| \$0 | Monthly district RTI meetings | Kate Wenzl, Sarah Jensen, Dottie Spring, Ann Nolan | <input checked="" 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