



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

**School** Franklin Elementary School  
**Principal** Nancy Pack

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

**Key Progress (incl. relevant internal accountability data references)**

**Objective 1.1:** DRA fall attainment somewhat lower this year (p. 3). Fluency at Tier 1, (grade level instruction) 1st: 69%; 2nd: 58%; 3rd: 58%; 4th: 67%; 5th: 75%; 6th: 76%. . Teacher teams reviewed WASL and benchmark data, identifying trends and instructional implications: Small groups have been formed K-5 allowing intensive instruction and progress monitoring.

**Objective 1.2:** Current fourth grade writing at 62% meeting standard. Our instructional leadership team in literacy in collaboration with the science team planned a school-wide young author’s day. The author writes for *National Geographic Kids* magazine. Our goal is to inspire our students to become writers through the exploration of our natural environment.

**Objective 1.3:** WASL scores in math for 2008: 3rd 88%; 4th 69%; 5th 78%; 6th 58.5%. We have given the *Math Alert* screening to grades 3-5 and are in the process of using that data to inform next steps. Our grade level teams have met at district level meetings with curriculum adoption specialists for support with instruction and assessment practices. We are planning Math Olympiad.

**Objective 1.4:** Science scores continue to be one of our areas of greatest need. The 2008 5th grade WASL score was 52%, up 4% from 2007. Science team planned science field trips for grades K-2 at Fiero Marine Life Center; 3-4 at Port Townsend Marine Lab; and 5 at Dungeness’ salmon habitat. Our goal is to bring science to life by providing authentic hands-on science experiences.

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

**Objective 1.1:** Enrichment activities are not consistently provided in each classroom. Our focus has been on closing the gap for all students, enhancing our remedial approach to reading instruction. Problem solving steps will involve grade level teams working together to identify and provide enrichment activities for students exceeding grade level performance standards.

**Objective 1.2:** Reading has been our focus in RTI. We have not yet created small learning groups for writing instruction. With the scores just in on the district benchmark assessment for writing, we will use the data to form instructional groups based on students needs. Teachers will work together in teams to score student writing samples and to decide on next steps for instruction.

**Objective 1.3:** Franklin’s schedule makes it very challenging to find common instructional time across grade level teams for math. This makes it difficult to work together in small groups for specific instructional needs. We will be meeting to go over WASL released items with the assistant superintendent in grade level teams. This will help determine next steps instructionally.

**Objective 1.4:** Students are keeping science journals. Journals are not specific to the FOSS Science Kits, and consequently previously had not been widely utilized. More professional development is needed in science instruction across grade levels, outside of the kits. Students need a clear understanding of scientific method beyond content.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
<b>Objective 1.1:</b> Students who need enrichment will be identified through test scores, classroom performance, teacher referrals, and screening. Teachers will need additional planning time to develop, plan, and schedule enrichment opportunities outside of the core curriculum.	<b>Objective 1.1:</b> Include identification of students needing reading enrichment and teacher professional development. Determine when and how enrichment will be included into the instructional day.
<b>Objective 1.2:</b> Grade 4 teachers will need flexibility in utilization of the 90-minute instructional block to include writing. As a grade level team, they will determine how best to group students and how to use para-educator support for writing instruction during RTI time.	<b>Objective 1.2:</b> No adjustments are needed to the action plan. The 90-minute literacy blocks are identified, but have only been used for reading. Teachers will be encouraged to use a portion of the RTI time block for writing, especially at grades 3 and 4.
<b>Objective 1.3:</b> Teachers in grades 3-6 will meet with the assistant superintendent to review WASL released items, and to identify patterns and instructional implications. Teacher teams will be given release time to plan tiered instruction in math.	<b>Objective 1.3:</b> Include before and after-school math support for Tiers 2 and 3.
<b>Objective 1.4:</b> Professional development is needed in science instruction, particularly in understanding the importance of science journaling to help students develop concepts and understanding. Scientific method relies on accurate note taking for recording observations. Parents need support in their role of helping promote curiosity and investigation of the world around their children.	<b>Objective 1.4:</b> Bring in community science professionals to work with teachers and parents on scientific method during science information night planned for March 12, 2009. This night will help families learn about what's needed for setting up an experiment or science investigation.

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date data)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	0	99.3%	0	0	0	0	K	0	99.05%	1	0	0	0
1	0	99.4%	7	0	0	0	1	0	99.67%	2	0	0	0
2	0	99.6%	3	0	0	0	2	0	98.75%	0	0	0	0
3	0	99.5%	9	0	0	0	3	0	98.79%	3	0	0	0
4	0	99.3%	12	0	0	0	4	0	98.86%	1	0	0	0
5	0	99.4%	8	0	0	0	5	0	98.59%	1	0	0	0
6	0	99.5%	7	0	1	0	6	0	99.05%	1	0	0	0

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
<b>Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)</b>	<b>Reading</b>					<b>Reading</b>				
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	❖	K	❖	❖	❖	75%
	1	❖	75%	91%	❖	1	❖	72%	⊕	❖
	2	96%	96%	95%	❖	2	74%	83%	⊕	❖
	3	68%	88%	❖	58%	3	77%	87%	❖	70%
	4	85%	95%	❖	71%	4	78%	82%	❖	79%
	5	89%	97%	❖	89%	5	80%	85%	❖	80%
6	91%	95%	❖	79%	6	78%	81%	❖	79%	
<b>District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)</b>	<b>Writing</b>				<b>Math</b>	<b>Writing</b>				<b>Math</b>
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	❖	98%	K	❖	❖	⊕	100%
	1	❖	❖	❖	98%	1	❖	❖	❖	92%
	2	❖	❖	❖	98%	2	❖	❖	❖	95%
	3	❖	27%	41%	60%	3	❖	69%	⊕	77%
	4	66%	55%	❖	40%	4	62%	50%	⊕	46%
	5	❖	45%	60%	49%	5	❖	69%	⊕	51%
6	❖	41%	66%	30%	6	❖	76%	⊕	36%	
<b>District Science Kit Assessments (FOSS Kits) (percent of students at standard)</b>	<b>Science</b>					<b>Science</b>				
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	92%	98%	❖	❖	K	⊕	100%	❖	❖
	1	96%	90%	95%	❖	1	⊕	95%	⊕	❖
	2	90%	90%	82%	❖	2	⊕	90%	⊕	❖
	3	84%	88%	80%	❖	3	⊕	74%	⊕	❖
	4	80%	82%	80%	❖	4	⊕	75%	⊕	❖
	5	78%	81%	73%	77%	5	⊕	85%	⊕	⊕
6	71%	78%	76%	74%	6	⊕	75%	⊕	⊕	

⊕ 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.

<b>Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (<i>reference related action plans</i>)</b>	
<p>Early Release Tuesdays for teacher collaboration allow teachers to:</p> <ul style="list-style-type: none"> <li>• Focus on learning targets.</li> <li>• Align the curriculum between classrooms and across grade levels.</li> <li>• Assess student work; look at progress monitoring and assessment.</li> <li>• Target students for differentiation of instruction and curriculum.</li> <li>• Refine teaching practices as ideas are synergized.</li> <li>• Support, encourage and learn from each other.</li> <li>• Create specific, measurable attainable, relevant and time-bound goals.</li> <li>• Develop strategic game plans to meet student needs.</li> </ul>	<p>Franklin Elementary is a school that promotes shared leadership, collaboration and collegiality. (2.1) Planning for, implementing, and assessing achievement and learning opportunities for our students is the responsibility of all staff members. (2.1) Our teachers and support staff work collaboratively (e.g., grade level teams, vertical teams, site team, RTI team) to bring the best possible opportunities to our students. (2.1, 1.1, 1.2, 1.3, 1.4) District adoption specialists enrich instruction and offer professional development opportunities. (1.1, 1.2, 1.3) The school site team and PTO meet monthly providing advice and feedback on a regular basis. Leadership and teamwork exist in promoting a healthy, effective, high achieving environment at Franklin Elementary.</p>
<b>Summary Analysis of <i>Parent &amp; Student Engagement Activities</i> during Report Period (<i>reference related action plan data</i>)</b>	
<ul style="list-style-type: none"> <li>• Student leaders elected to office.</li> <li>• Student Council dates set for monthly meetings.</li> <li>• Parent representatives selected for site team.</li> <li>• Parent representatives selected for various school committees including: RTI Implementation and Garden &amp; Compost Committees.</li> <li>• Parents participated in MAC Enrichment Clusters.</li> <li>• Parents participated in grade 2 multi-cultural research culmination activities.</li> <li>• PTO dates and events calendared.</li> <li>• Student leadership is in the progress of creating a track team.</li> <li>• PTO has raised funds for a science fair evening.</li> </ul>	<p>Franklin Elementary students are invited to take an active role in the everyday activities of the school. (1.6) Students in grade 6 had the opportunity to run for elected offices in student leadership. (1.6) Two students from each classroom in grades 3-5 were selected as classroom representatives for student council, which is run by the student leaders. (1.6) Having this responsibility contributes to each student's active engagement in the school, feeling of ownership and boosts self concept by making authentic contribution to the school community. Parents are contributing members of the site council and the RTI implementation team. We have a very active and involved PTO, and many parent volunteers in our classrooms. (3.1)</p>
<b>Summary Analysis of <i>Response to Intervention (RTI) Pilot Activities</i> during Report Period (<i>reference related action plan data</i>)</b>	
<ul style="list-style-type: none"> <li>• School-based teams meet weekly to plan and review RTI implementation.</li> <li>• Team shared the RTI model, system-wide implementation vision with staff.</li> <li>• Conducted early analysis of student data and available resources for three tiered approach to instruction.</li> <li>• A small team of teachers and para-educators from each of the vertical teams have taken training in the RTI model.</li> <li>• Grades 3-6 assessed students using <i>Math Alert</i>.</li> <li>• Information about RTI was shared with staff.</li> <li>• On-going teacher training with Wayne Callendar.</li> </ul>	<p>Reading RTI is our first implementation, with focus on learning targets from DIBELS assessments, progress monitoring, and flexible groupings between classrooms. Teachers and support staff team to create small learning groups that target specific student skill needs. (2.8) Skills range from remedial to gifted, giving each student an opportunity to focus on his or her academic strengths as well as weaknesses. (1.1, 2.8) Students with serious academic skill deficits require different intervention strategies than those who need more challenging assignments. The student's academic progress is monitored frequently to see if the intervention is effective. (2.8) Professional development needs have been identified in reading instruction. (2.1)</p>

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

## ACTION PLAN

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

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

<b>DATA ANALYSIS</b>	Students at Franklin perform better with informational text than with literary text. Gender gap for boys in reading.				
<b>STRATEGY</b>	Frequent progress monitoring in addition to DRA, DIBELS, ARI to assess student performance, ongoing running records for instructional pacing; small group instruction.				
<b>EVIDENCE OF ACHIEVEMENT</b>	State assessments at target AYP levels for grades 3, 4, 5, and 6. Narrowing gender gap for boys.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Review WASL and dist. benchmark data in grade level teams and in vertical teams; identify trends and instructional implications.	Aug. 2008 – Sept. 2008 WASL. Benchmark Nov. 2008, Feb. 2009	Principal; All Staff	Site Team, Principal	<input type="checkbox"/>	This has been done in August and November
Analyze data and generate most important questions to guide our work.	Aug. 2008 Dec. 2008 Mar 2009	All Staff	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	This has been done in August and December
Form flexible groups of intensive small group instruction in the areas of reading. Daily fluency practice with targeted students.	Sept. 2008 – Oct. 2008 Dec. 2008 Mar. 2009	Grades K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	We've formed small groups and are adjusting
Schedule 90-minute uninterrupted instructional blocks K-6 four days per week at common times for grade level cohort.	Aug. 2008	Grades K-2 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input checked="" type="checkbox"/>	
Identify and provide enrichment activities for students exceeding grade level performance standards.	Sept. 2008, Dec. 2008 Mar. 2009	Grades K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal, Adoption Spec.	<input type="checkbox"/>	Vertical teams are planning enrichment activities

## 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.

<b>DATA ANALYSIS</b>	Achievement gap in writing for males narrowed significantly this past year, but is still evident.				
<b>STRATEGY</b>	Response to Intervention will be implemented to help struggling students. Ongoing progress monitoring in reading, writing and spelling of targeted students. Journals in math, science and writing.				
<b>EVIDENCE OF ACHIEVEMENT</b>	State assessments at target AYP levels for grades 3, 4, and 5. Narrowing gender gap.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>Yes</b>	<b>COMPLETED Comments</b>
Response to Intervention model of instructional delivery will be implemented in writing. Students will be grouped according to need.	Sept. 2008 – Oct. 2008 implement. Review monthly and adjust.	Grades K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	We have literacy groupings, but our focus is in reading
Select/recruit male role models to mentor and inspire boys in writing. Select male author for young writer’s day.	Sept. 2008 – Oct. 2008	Grades K-2 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	We selected an author who writes science stories
Continuously identify and target students needing remediation through classroom assessment and progress monitoring.	Sept. 2008, Dec. 2008 Mar. 2009	Grades K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal, Adoption Specialist	<input type="checkbox"/>	We’ve identified struggling writers in 4th grade
Plan Young Writer’s Workshop day for all students at Franklin Elementary.	Oct. 2008 – Dec. 2008	Grades K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input checked="" type="checkbox"/>	
Engage targeted students in self-assessment and goal setting for writing through writer’s workshop, with support/modeling from CAS.	Oct. 2008 – Dec. 2008 Mar. 2009	Grades 3-5 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	Inconsistent implementation

## 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.

<b>DATA ANALYSIS</b>	There remains a gender gap in math for girls, and special educations students need additional support in math.				
<b>STRATEGY</b>	An RTI model will be used, including assessing new students and determining weak areas for students not achieving standard.				
<b>EVIDENCE OF ACHIEVEMENT</b>	WASL data will indicate student improvement to meet AYP in all cells in math.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Vertical math team will calendar new supplemental curricula.	Oct. 2008 – Nov. 2008	Grades K-6 Teachers in Math Team, Elementary Principals	Elementary Principals	<input checked="" type="checkbox"/>	
Teachers will adjust grade level curriculum according to new state performance standards.	Nov. 2008– Jan. 2009	Grades K-6 Teachers	Principal, Site Team, BILT-Math	<input checked="" type="checkbox"/>	
Utilize <i>Math Alert</i> for progress monitoring of students at risk of not meeting standard. Form before and after school groups for tiers II & III.	Oct. 2008 Dec. 2009 Mar 2009	Grades 3-6 Teachers, RTI Team	Site Team, Principal, BILT-Math	<input type="checkbox"/>	We added before-and after-school small group inst.
Curriculum adoption specialists will help with instruction and modeling of classroom assessment practices at district grade level meetings.	Oct. 2008 May 2009	Curriculum Adoption Specialists	Site Team, Principal, BILT-Math	<input type="checkbox"/>	This is ongoing
Grades 5-6 students will have the opportunity to participate in Math Olympiad.	May 2009	Grades 5-6 Teaching Teams	Site Team, Principal, BILT-Math		

## 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.

<b>DATA ANALYSIS</b>	Greater focus on the scientific method, with more opportunities for authentic hands on, outside science learning is needed across the school-wide instructional system.				
<b>STRATEGY</b>	Examine the alignment of science instruction from K-5, leading up to the WASL assessment at grade 5.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Science scores will increase by AYP index rate. Close the gender gaps for males.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Teacher teams meet to look at WASL, classroom assessment, write student achievement plans for targeted students in math and science.	Aug. 2008 – Oct. 2008	Grades K-6 Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	
FOSS Science Kits will be implemented fully at each grade level. All students will keep ongoing science journals through out the year.	Oct. 2008– Nov. 2008	Science Teacher Leaders, Adoption Specialists	Site Team, Principal	<input type="checkbox"/>	
Grade 5 teachers will work together to use RTI model for targeted intervention of students at risk of not meeting standard.	Nov. 2008 – Dec. 2008	Grade 5 Teachers, BILT-Science	Site Team, Principal	<input type="checkbox"/>	Not yet implemented
Provide all school science day through the Olympic Park Institute for students to explore and learn from the hands on experiences.	Feb. 2009	PTO, Principal, Teachers	Site Team, Principal	<input type="checkbox"/>	
All students will keep science journals through out the year to record hypothesis, experiments, observations and conclusions.	Dec. 2007, Mar. 2008 June 2009; checked each trimester	Grades K-6 Teachers	Principal, Vertical Science Team	<input type="checkbox"/>	

## ACTION PLAN

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

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

<b>DATA ANALYSIS</b>	Attendance for excused absences is 99%. Suspensions were reduced by 20%.				
<b>STRATEGY</b>	Elaborate on the school-wide behavior plan to include celebrations and incentives for attendance and positive behaviors that prevent suspension. Help families access medical care for chronic absenteeism.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increased attendance overall.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				Yes	Comments
Invite board members to participate in celebrations and incentives for positive behavior to the school-wide discipline plan.	Sept. 2008 – June 2009	Site Team	Staff	<input type="checkbox"/>	
Inform families of community resources and help them with access to supplies needed for school, medical care, and transportation.	Sept. 2008 – June 2009	Principal	Site Team	<input type="checkbox"/>	This is done through Title XIX
Track absenteeism weekly and make personal contact with families who have unacceptable levels of absenteeism according to board policy.	Sept. 2008 – June 2009	Secretary	Principal	<input type="checkbox"/>	A system of tracking has been set up
Each trimester parents and community will be invited to a recognition ceremony for one third of each classroom in grades 1-6.	Sept. 2008 – June 2009	Principal	Site Team	<input type="checkbox"/>	First recognition assembly was held, parents invited

## 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.

<b>DATA ANALYSIS</b>	Parents, staff, students share belief that nine characteristics of highly effective schools are in place at Franklin. Parents (88%), staff (82%), students (91%) agree teachers have high student achievement expectations.				
<b>STRATEGY</b>	Celebrate student achievement in all content areas; increase community opportunities to partner with the school; Continue student leadership for grade 6.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Percentage of student suspensions will decrease over time; student engagement will increase as evidenced in participation in student led activities and school activities.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Discipline committee with student officers will create celebrations for students meeting behavioral expectations consistently.	Oct. 2008	Discipline Committee, Principal, Site Team	Staff	<input checked="" type="checkbox"/>	
Recess Raccoons will be recruited and trained for all recesses.	Sept. 2008 – Dec. 2008	Discipline Committee, Principal, Site Team	Staff	<input type="checkbox"/>	After winter break
Students will be taught behavioral expectations for school areas first week of school. Expectations will be displayed.	Sept. 2008 – Oct. 2008	Discipline Committee, Principal, Site Team	Staff	<input checked="" type="checkbox"/>	We will review these after break
Elect officers for student leadership team. Select student council representatives for grades 3-5 which will be led by the grade 6 officers.	Oct. 2008	Discipline Committee, Principal, Site Team	Staff	<input checked="" type="checkbox"/>	
Student leadership officers will attend Site Team once each trimester.	Dec. 2008, Mar. 2009, June 2009	Grade 5-6 Teachers, Principal	Grade 5, 6 Teachers, Principal	<input type="checkbox"/>	Student leaders attended December

## 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.

<b>DATA ANALYSIS</b>	Staff rate clear, shared focus 90% positive; supportive learning environment 90%; high standards, expectations for student learning 72%; programs, processes support curriculum, instruction, assessment 81%.				
<b>STRATEGY</b>	Collaboration time will be used to support CSIP action plans and areas of focus identified by teachers specific to grade level needs and individual targeted students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students needing more support and differentiation will be identified. Staff EES results will show an increase in positive perceptions in the nine characteristics of highly effective schools.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Plan collaboration calendar and focus of early release days. Continue use of vertical and horizontal teams. Plan RTI Team meetings.	Sept. 2008 – Oct. 2008	Site Team, Principal, Instructional Staff	Site Team, Principal	<input checked="" type="checkbox"/>	
Grade level district teams will meet during collaboration to focus on alignment and fidelity of curricular implementation across the district.	Oct. 2008	Site Team, Principal, Instructional Staff	Principal, All Staff	<input checked="" type="checkbox"/>	
Collaboration Tuesday plan: 1st grade level and RTI, 2nd –district teams 3rd grade level teams, vertical teams, 4th whole group collaboration.	Sept. 2008 - June 2009	Site Team, Principal, Instructional Staff	Principal	<input type="checkbox"/>	
Grade level, vertical building instructional leadership (BILT) and RTI teams will set priorities and calendar additional support activities.	Feb. 2008	Grade level and vertical teams	Principal, Site team	<input type="checkbox"/>	
Kindergarten teachers will meet with the principal monthly to asses and meet identified student and classroom needs for full day kindergarten.	Sept. 2008 – June 2008	Second Grade Teachers, Adoption Specialists	Principals	<input type="checkbox"/>	This is ongoing through out the year

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<b>DATA ANALYSIS</b>	100% of staff indicated that they are willing to work to at changing the school for the better, and 100% say they welcome new and innovative ideas.				
<b>STRATEGY</b>	Collaboration, coaching, observation opportunities available weekly to staff. Teacher grade level teams will meet to develop clear, shared focus on student learning and achievement, look at and analyze student work.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Clear and shared goals and practices that align the curriculum will be in place.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Building Instructional Leadership Teams (BILT) will analyze instructional implications of WASL for math, literacy, science.	Oct. 2008 – Nov. 2008	All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	
Small learning communities will be made up of grade level, vertical (BILT), and RTI groupings.	Oct. 2008 – Nov. 2008	All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	
Classified staff will be included in professional development opportunities whenever applicable. Para meetings once a month with the principal.	Oct. 2008 – June 2008	All Staff	Principal, Site Team	<input type="checkbox"/>	Para-educator meetings calendared
Staff will use questions to reflect on powerful teaching and learning in their practice. Peers will encourage each other toward advancement.	Oct. 2008 – June 2008	All Staff	Principal, Site Team	<input type="checkbox"/>	
Teachers will be released at least once for walk-throughs and peer feedback.	Oct. 2008 – June 2008	Principal	Principal, Site Team	<input type="checkbox"/>	

## ACTION PLAN

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

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

<b>DATA ANALYSIS</b>	Staff supportive learning environment 90% positive; high levels of collaboration 74%; high standards and expectations 78%; focused professional development 77%.				
<b>STRATEGY</b>	Use early release collaboration time as a whole group, grade level teams, and in mixed teams to align curriculum, identify student and teacher needs, and implement activities based on best practices research.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Differentiation of instruction will occur. Student improvement will meet AYP in all 3 areas resulting in AYP being met and gaps narrowing by AYP in math, and writing.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Trimester book study for all staff, including para-educators based on identified needs, interests, best practices, alignment with the CSIP.	Aug. 2008 Dec. 2008 Mar. 2009	Site Team, Principal	Site Team, Principal	<input type="checkbox"/>	Not yet implemented
Close male gender gap in writing; female gender gap in math. Study same demographic school experiencing success with boys.	Sept. 2008 – Mar. 2009	Coaches, Adoption Specialist, Principal, PDC	Site Team, Principal	<input type="checkbox"/>	
Two Learning Improvement Days focus on literacy, math and science.	Aug. 2008 Oct. 2008	MAC Teachers, Principal	Site Team, Principal	<input type="checkbox"/>	Aug. focus: WASL data Oct. LID focus: community
Teach scientific method along with FOSS Science Kits with support from OPI.	Sept. 2008 – June 2009	Adoption Specialist, PDC, Principal	Site Team, Principal	<input type="checkbox"/>	School-wide OPI day will be in February
Early LID focus will be on data analysis and RTI model for student improvement.	Aug. 2008	Site Team, PDC, Principal	Site Team, PDC, Principal	<input checked="" type="checkbox"/>	

## ACTION PLAN

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

**OBJECTIVE 2.8** By June 2009, elementary school teams will participate in Response to Intervention training designed to provide understanding of a tiered model for delivery of instructional interventions addressing struggling students’ reading needs; each team will conduct an internal evaluation of interventions as a step in determining whether to recommend implementing an RTI model.

<b>DATA ANALYSIS</b>	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.				
<b>STRATEGY</b>	Implement RTI through uninterrupted instructional blocks, universal screening of all students, staffing targeted intervention groups, and monitor progress of student learning, adjusting groupings accordingly.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Student learning improvement in literacy and math across all grade levels. More students at standard in reading, writing and math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
Create a school schedule that allows 90-minute uninterrupted instructional blocks of time four times a week.	Aug. 2008	Site Team, Principal	Site Team, Principal	<input checked="" type="checkbox"/>	
Select a universal screener for all students K-6 in reading, writing to be administered fall, winter and spring for baseline data.	Aug. 2008	RTI Implementation Team	Site Team, Principal	<input checked="" type="checkbox"/>	
Use assessment data to form three tiers of instruction in reading, writing and math, and staff the tiers with instructional support.	Aug. 2008 – Oct. 2008	All Staff	Site Team, Principal	<input type="checkbox"/>	Reading has been implemented
Select and use progress monitoring for tiers 2 and 3 bi-monthly; adjust instruction and/or groups as indicated by a data trend (3 weeks).	Oct. 2008 – June 2009	RTI Implementation Team	Site Team, Principal	<input checked="" type="checkbox"/>	
Calendar collaboration time to look at implications of assessment data, instruction in tiers, and to make adjustments.	Sept. 2008	All Staff	Site Team, 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.

<b>DATA ANALYSIS</b>	EES data parent: 88% high standards and expectations; 77% parent & community involvement; 80% high quality instruction and assessment; 79% supportive learning environment.				
<b>STRATEGY</b>	Communication with all stake holders in a variety of ways. Community volunteer opportunities published in newsletters to parents. Parents and community members encouraged to volunteer.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Attendance will improve by AYP index rate. Student improvement will meet AYP in all three areas and gaps resulting in AYP being met and gaps narrowing by AYP in reading, math, writing.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Board members along with parents and community will be invited to attend and participate in student celebrations and performances.	Sept. 2008 – June 2009	PTO, Principal, Teachers	Principal, Site Team	<input type="checkbox"/>	Families invited to our first student recognition
Parents will be recruited to offer recess alternatives, to serve on school committee work, and to help in classrooms.	Sept. 2008 – Nov. 2008	PTO, Principal, Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	
Continue with Peninsula Mental Health and PAEF in providing basic health and counseling needs and advocacy for students and families.	Sept. 2008	Principal, Peninsula Mental Health	Principal, Site Team	<input checked="" type="checkbox"/>	
Plan parent nights focused on student learning sponsored by PTO, to inform parents of the new performance expectations in math.	Jan. 2008 - Mar. 2009	Curriculum Adoption Specialists, Principal	Principal, Site Team	<input type="checkbox"/>	
Curriculum specialists will help with parent information and training during WASL nights for literacy, math and science.	Jan. 2008 - Mar. 2009	PTO, Principal, Teachers Curriculum Adoption Specialists	Principal, Site Team	<input type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

## SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$1,200	Focus is on differentiation of instruction in all areas of the curriculum.	Instructional staff, including para-educators	<input type="checkbox"/>
\$600	Site visit to other demographically similar school utilizing the RTI approach. Team of six teachers would need substitutes at \$100 each.	Instructional staff, including para-educators	<input type="checkbox"/>
\$2,000		Teachers	<input type="checkbox"/>
\$1,000	Training in technology.		<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>

**\$3,264      School Staff Development Allocation**

✓ Source: School Budget Allocation