



**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 type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input checked="" type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: DRA/Dist. Benchmark: Kindergarten **94%**; 1st 77%; 2nd 83%; 3rd 89%; 4th 88%; 5th 85%; 6th 89%. Teacher teams have worked together to provide enrichment activities for students exceeding performance standards. During our technology days, emphasis was on using technology as a tool for reading and writing enrichment.

Objective 1.2 Dist. benchmark K 94%; 1st 100% @ standard “beginning writers”; 2nd 82% at “extending writers”; 3rd 60%; 4th (WASL)%; 5th %65%; 6th73%. Grade level teams worked together to structure time for teacher conferencing with individual students. With four student teachers in the building, master teachers were able to provide support to teachers during assessment and student conferencing.

Objective 1.3: Dist. Benchmark: k 94%; 1st 97%; 2nd 90%; 3rd- 6th (WASL data will be entered in the fall). GL teams worked on balancing the three components of mathematics; conceptual understanding, procedural proficiency, and problem solving, mathematical processes across the strands. We implemented RTI at the 4th and 5th grades for intensive intervention. The 6th grade team also provided tiered intervention.

Objective 1.4 Three important events happened in science this year: we held a school wide community science night; each class participated in a science field trip: and the Site team selected a *National Geographic* science writer for our author visit who presented three lessons in writing and science. In addition, all classrooms used Foss kits and kept science journals K-6th.

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

Objective 1. Additional training in providing differentiation during whole group instruction is still needed. Teachers report that the RTI model has helped provide intensive instruction for struggling students, but that it is still very challenging to differentiate instruction when all students are present in the classroom.

Objective 1.2: School wide training for teachers in helping students set their own academic goals in the area of writing (2nd -6th), would be beneficial. Student goal setting is an effort based practice that has very positive potential, as cited in best practices research, to increase student achievement.

Objective 1.3: Balancing the components in math; conceptual understanding, procedural proficiency and problem solving across each of the strands while insuring grade level alignment is challenging. Bridges has helped with this, but we are just now determining where gaps may still exist and supplemental instruction/curricula may be needed.

Objective 1.4: Students need to practice writing in an expository style to support scientific investigation across grade levels, building toward 5th grade WASL. We are planning for a more intentional focus on mastery of vocabulary and expository writing for science.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Additional professional development in the area of differentiating whole group instruction is needed across our school.	Objective 1.1: New action plans will be written in the fall to include professional development for whole group differentiation.
Objective 1.2: Teacher training in guiding and facilitating students in setting their own goals is needed.	Objective 1.2 New action plans will be written in the fall during the August collaboration day to include professional development in student goal setting.
Objective 1.3: Support the work of the Building Instructional Leadership team in math to look at the Bridges curriculum and the PEs for alignment across strands and the three components in math. Support the work of grade level teams in looking at the three components in math, the strands, the PES and the Bridges Curriculum.	Objective 1.3: New action plans will be written in the fall to include vertical and grade level teams focus in math alignment.
Objective 1.4: Teacher led professional development is needed in science writing. 5 th grade teachers along with the BILT team in science will need additional release time to plan.	Objective 1.4: We are planning a school wide focus on scientific write-ups. This will be teacher led by the 5 th grade team. Using PES, the lead teachers will show what's needed by the 5 th grade science test in terms of vocabulary and writing a good inquiry, hypothesis and conclusion. The BILT science team will determine alignment from k-6 th with input from grade level teams.

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				
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	❖	❖	❖	❖	K	❖	❖	❖	94%
	1	❖	75%	91%	❖	1	❖	77%	79%	❖
	2	96%	96%	95%	❖	2	74%	83%	88%	❖
	3	68%	88%	❖	58%	3	77%	87%	89%	64%
	4	85%	95%	❖	71%	4	78%	92%	❖	76%
	5	89%	97%	❖	89%	5	80%	87%	❖	81%
6	91%	95%	❖	79%	6	78%	81%	❖	74%	
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	❖	❖	❖	98%	K	❖	❖	94%	94%
	1	❖	❖	❖	98%	1	❖	❖	❖	97%
	2	❖	❖	❖	98%	2	❖	❖	❖	90%
	3	❖	27%	41%	60%	3	❖	69%	70%	65%
	4	66%	55%	❖	40%	4	62%	60%	❖	55%
	5	❖	45%	60%	49%	5	❖	69%	68%	60%
6	❖	41%	66%	30%	6	❖	67%	69%	52%	
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	92%	98%	❖	❖	K	100%	95%	❖	❖
	1	96%	90%	95%	❖	1	92%	95%	95%	❖
	2	90%	90%	82%	❖	2	89%	90%	95%	❖
	3	84%	88%	80%	❖	3	76%	80%	88%	❖
	4	80%	82%	80%	❖	4	72%	75%	89%	❖
	5	78%	81%	73%	77%	5	88%	85%	79%	83%
6	71%	78%	76%	74%	6	70%	75%	77%	80%	

⊕ 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)	
<p>Early Release Tuesdays for teacher collaboration has focused on:</p> <ul style="list-style-type: none"> • Two technology training days provided by building technology leaders • Building collaboration day used for teacher motivation and inspiration • <i>Why Try</i> training for two of our teachers shared out with staff during collaboration day • Non-MAC forth grade teachers submitted and received a grant for peer coaching for 2009-2010. • Vertical Building Level Instructional Teams (BILT) in literacy, math and science planned school wide activities to promote student engagement and achievement. 	<p>Both grade level teams and vertical teams engaged in powerful professional learning community conversations during early release Tuesdays (1.1, 1.2, 1.3, 1.4, 2.1, 3.1). Site team and whole staff determined a year long schedule in September (2.1). This schedule of conversations led to completion and or adjustment of our action plans through out the school year (1.1, 1.2, 1.3, 1.4, 2.1, 3.1). Each of the vertical teams (literacy, science and math), planned school wide activities which included; Young Author’s Day, Science field trips for every classroom, parent and community science night, and implementation of Math Alert and after school math support (2.8). Additionally, teacher teams worked together to align curricula between classrooms and vertically (1.1, 1.2, 1.3, 1.4)</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • After school track team for 4th -6th grade students started in the third trimester • School wide NED assembly (Never give up, Encourage others, Do your best) • Orientation for parents/guardians of incoming kindergarten students held • Forty four 5th and 6th grade students participated in Math Olympiad • <i>Bikes for Books</i> reading program continued for the third trimester • Students participated in Young Writers Day at Peninsula community College • Our Green Team conducted assessment of our school’s global “footprint” • Volunteer luncheon held with student entertainment by choir and orchestra • Evening concerts held to show case general music, orchestra and band • We received Jamestown support for studying local Native American Culture 	<p>At Franklin Elementary we are convinced that to help all students succeed, schools <i>and communities</i> must pay attention to the multiple dimensions of our students’ lives (1.6). While we focus on academics, we have to also direct attention to other factors that influence the development of our students—including physical, social, and emotional health; a motivating, engaging, and safe environment; and family and community support (1.6, 3.1). This year we installed a track and began a track team; we held our first community all school science night; we started a Green Team and conducted a student led assessment or our global footprint; and we hosted several community concerts in the evenings (1.6, 2.1, 3.1). Research shows that schools alone cannot promote healthy successful students; but together, schools, families, and communities can!</p>
Summary Analysis of Response to Intervention (RTI) Pilot Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Third trimester school-wide spring DIBELS administered • Staff reviewed this year’s progress of the RTI model and made improvement suggestions for next year. • Third parent/community meeting held to review RTI implementation • Identified professional development needs for differentiation, and universal screening assessment of reading comprehension. • Students received feedback on progress and error analysis in tiers 2 and 3 • Teacher teams developed plans for individual student goal setting 	<p>This year we incorporated five key areas of capacity building to ensure successful implementation of the Response to Intervention (RTI) model; vision, leadership team, universal screening, needs assessment, training and professional development (2.1, 2.8, 3.1). The vision has three critical commitments: provide individual student feedback on learning; provide effective teaching at each tier; and frequently review and adjust for individual students (2.8). The leadership team is made up of teachers, paras, and a community representative. Paras were trained in administration of the Dynamic Indicators of Early Literacy Success (DIBELS) as the universal screening tool. Once each week staff at tiers 2&3 identified and addressed unmet needs (2.1, 2.8).</p>

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

ACTION PLAN

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

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

DATA ANALYSIS	Students at Franklin perform better with informational text than with literary text. Gender gap for boys in reading.				
STRATEGY	Frequent progress monitoring in addition to DRA, DIBELS, ARI to assess student performance, ongoing running records for instructional pacing; small group instruction.				
EVIDENCE OF ACHIEVEMENT	State assessments at target AYP levels for grades 3, 4, 5, and 6. Narrowing gender gap for boys.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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 checked="" type="checkbox"/>	
Analyze data and generate most important questions to guide our work.	Aug. 2008 Dec. 2008 Mar 2009	All Staff	Teacher Collaboration Teams, Principal	<input checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
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 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	Achievement gap in writing for males narrowed significantly this past year, but is still evident.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	State assessments at target AYP levels for grades 3, 4, and 5. Narrowing gender gap.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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 checked="" type="checkbox"/>	RTI at 4 th grade for WASL preparation.
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"/>	Changed focus to a science writer.
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	Implemented in the 3 rd grade

ACTION PLAN

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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	There remains a gender gap in math for girls, and special educations students need additional support in math.				
STRATEGY	An RTI model will be used, including assessing new students and determining weak areas for students not achieving standard.				
EVIDENCE OF ACHIEVEMENT	WASL data will indicate student improvement to meet AYP in all cells in math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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 checked="" type="checkbox"/>	Changed to after-school only.
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 checked="" type="checkbox"/>	
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	<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	Greater focus on the scientific method, with more opportunities for authentic hands on, outside science learning is needed across the school-wide instructional system.				
STRATEGY	Examine the alignment of science instruction from K-5, leading up to the WASL assessment at grade 5.				
EVIDENCE OF ACHIEVEMENT	Science scores will increase by AYP index rate. Close the gender gaps for males.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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 checked="" 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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	We changed this to a science with the community night.
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 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	Attendance for excused absences is 99%. Suspensions were reduced by 20%.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	Increased attendance overall.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	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.				
STRATEGY	Celebrate student achievement in all content areas; increase community opportunities to partner with the school; Continue student leadership for grade 6.				
EVIDENCE OF ACHIEVEMENT	Percentage of student suspensions will decrease over time; student engagement will increase as evidenced in participation in student led activities and school activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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"/>	In sufficient staffing to supervise Recess Raccoons
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"/>	Reviewed again 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 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	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%.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
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 checked="" 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 checked="" 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 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	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.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	Clear and shared goals and practices that align the curriculum will be in place.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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 checked="" type="checkbox"/>	Professional dev. planned
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 checked="" type="checkbox"/>	
Teachers will be released at least once for walk-throughs and peer feedback.	Oct. 2008 – June 2008	Principal	Principal, Site Team	<input checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Staff supportive learning environment 90% positive; high levels of collaboration 74%; high standards and expectations 78%; focused professional development 77%.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	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 checked="" type="checkbox"/>	
Close male gender gap in writing; female gender gap in math. Book studies will focus on these two areas.	Sept. 2008 – Mar. 2009	Coaches, Adoption Specialist, Principal, PDC	Site Team, Principal	<input checked="" type="checkbox"/>	Read <i>Boy Writers</i> and <i>Now I Get it Math</i>
Two Learning Improvement Days focus on literacy, math and science.	Aug. 2008 Oct. 2008	MAC Teachers, Principal	Site Team, Principal	<input type="checkbox"/>	District focus changed to motivation and climate.
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"/>	OPI assisted in the planning of field trips for each GL
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.

DATA ANALYSIS	RTI is a systematic approach to student learning and improvement through tiered instruction. It acknowledges that there exists a percentage of students in all schools who need more intensive, targeted instruction.				
STRATEGY	Implement RTI through uninterrupted instructional blocks, universal screening of all students, staffing targeted intervention groups, and monitor progress of student learning, adjusting groupings accordingly.				
EVIDENCE OF ACHIEVEMENT	Student learning improvement in literacy and math 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 checked="" type="checkbox"/>	Reading (all) writing (4 th), math (6 th) 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.

DATA ANALYSIS	EES data parent: 88% high standards and expectations; 77% parent & community involvement; 80% high quality instruction and assessment; 79% supportive learning environment.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	Focus changed to science.
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 checked="" type="checkbox"/>	Teachers with Hester's help did these.

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	
\$2150	Approved conferences based on CSIP action plans, including; differentiation of instruction in the classroom, collaboration (PLCs), building parent and community involvement, and increasing enrichment opportunities.	Instructional staff, including para-educators	<input checked="" type="checkbox"/>
\$3150	Substitute teachers for ½ day grade level team release during the day. 21 teachers @ \$50 ea one time each trimester. The purpose is to look at student data assessment more in depth and to make adjustments to tiered instructional groups.	Certificated Staff	<input checked="" type="checkbox"/>
\$500	Training in skyward grade book. Additional after school training by our building technology rep. This money would give her a preparation stipend and help to defray the cost of after hours pay for teachers to attend.	All staff	<input checked="" type="checkbox"/>
\$600	Professional development trainer during extra building collaboration day. Emphasis on motivation and inspiration as follow-up to “Why Try” and “ARFF”.	All staff	<input checked="" type="checkbox"/>
\$6,400	School Staff Development Allocation	✓ Source: School Budget Allocation	