



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

School Franklin Elementary School
Principal Amity Butler

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

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: DRA scores: 2nd 84%, 3rd 70%, 4th 85%, 5th 91%, 6th 79%. Fluencies: 2nd 76%, 3rd 59%, 4th 58%, 5th 73%, 6th 68%. We used DRA, DIBELS, and teacher anecdotal data to group students according to their literacy skill needs. Intensive instruction and data review continue to change student groupings as needed to meet instructional goals.

Objective 1.2: The first fourth grade writing assessment scored 65% of students currently meeting writing standards (4/6). We use Classroom Based Measurement data for students with Individual Educational Plans, and will look at Jefferson’s model using CBMs as part of regular classroom data to improve writing fluency. We will examine male author, Mike Graf’s work and use it to promote writing in our classrooms.

Objective 1.3: 2009 WASL Math: 3rd 73%, 4th 61%, 5th 52%, 6th 58% Sixth grade is using newly designed math assessments based on released state standards. Other grade levels look forward to new math assessments to help guide instruction and next steps in math. Grades 3-6 examined the new test maps and sample problems in math. Grades k-6 analyzed the new standards and compared them to curriculum.

Objective 1.4: Our first trimester science units indicate that our fifth grade students need support in science (47% passed the first test with a 70% or more). We will examine why and what our next steps must be to support greater scientific thinking. Fourth and fifth grade students in the two split classrooms are learning the fifth grade science kits, but the lower percentage scores were not consistently from fourth grade student scores.

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

Objective 1.1: Differentiation needs to be further defined as well as developed outside of the designated RTI time in classrooms to meet specific student needs. Finding time to administer the DRA is a struggle and puts a strain on our school budget. Administering the DRA during class is a goal we can work toward, but many teachers feel it is not a good assessment.

Objective 1.2: Integration of writing throughout all areas of instruction supports better writing. We will examine adding writing to our RTI model in grades 4-6 on a daily basis.

Objective 1.3: As teachers continue to gain confidence with their new math curricula, they are aware of our need for math differentiation to support various levels of mathematical thinking and skill mastery. In response to the changes in our state’s math expectations we will delve deeper into making mathematical connections with students. Our current curriculum does not emphasize math fluency.

Objective 1.4: Students will continue to write about their science learning and expand their understanding of the scientific method. We are uncertain about the changes in the science MSP at 5th grade.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Staff needs time to administer assessments, then determine next steps. Skill based learning and differentiation within the thinking strategies is a focus for literacy instruction.	Objective 1.1: Determine if there is a way to provide greater support for some ESL students (possibly a third dose of literacy instruction).
Objective 1.2: Staff at all grade levels would benefit in sharing instructional writing strategies and how to group students or conference with students on a regular basis during the instructional day. Both content, organization, and style as well as conventions need to be focuses of instruction.	Objective 1.2: Consider a portion of RTI time designated to writing instruction at grades 4-6.
Objective 1.3: We need to find ways to provide extra math support to students.	Objective 1.3: Math standards released from the state need continuous examination. We plan to create a math timing system of support and practice throughout k-6 at Franklin.
Objective 1.4: We need to continue to work to teach portions of the scientific method at each grade level so students are exposed to the method over time. We can work to stimulate scientific inquiry and curiosity in various content areas.	Objective 1.4: We will plan a science night in coordination with parent volunteers and local scientists. We will continue to work toward learning portions of the scientific method at each grade level.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	0	99.05%	1	0	0	0	K	16	98.06%	0	0	0	0
1	0	99.67%	2	0	0	0	1	0	98.50%	0	0	0	0
2	0	98.75%	0	0	0	0	2	7	98.94%	0	0	0	0
3	0	98.79%	3	0	0	0	3	0	99.13%	0	0	0	0
4	0	98.86%	1	0	0	0	4	13	98.99%	0	0	0	0
5	0	98.59%	1	0	0	0	5	6	98.75%	0	0	0	0
6	0	99.05%	1	0	0	0	6	7	98.91%	1	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	❖	❖	❖	94%	K	❖			
	1	❖	77%	79%	❖	1	❖			
	2	74%	83%	88%	❖	2	84%			
	3	77%	87%	89%	64%	3	70%			
	4	78%	92%	❖	76%	4	85%			
	5	80%	87%	❖	81%	5	91%			
6	78%	81%	❖	74%	6	79%				
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	❖	❖	94%	94%	K	❖			
	1	❖	❖	❖	97%	1	❖			
	2	❖	❖	❖	90%	2	❖			
	3	❖	69%	70%	65%	3	❖			
	4	62%	60%	❖	55%	4	65% (4/6)			
	5	❖	69%	68%	60%	5	❖			
6	❖	67%	69%	52%	6	❖				
District Science Kit Assessments (FOSS Kits) (percent of students at standard)	Science					Science				
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	100%	95%	❖	❖	K			❖	❖
	1	92%	95%	95%	❖	1		91%		❖
	2	89%	90%	95%	❖	2			81%*	❖
	3	76%	80%	88%	❖	3			74%*	❖
	4	72%	75%	89%	❖	4			90%*	❖
	5	88%	85%	79%	83%	5			47%*	
6	70%	75%	77%	80%	6			65%		

⊕ 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.

* indicates results including split classrooms. All second and third graders from our split classrooms used the third grade science kits. All fourth and fifth graders from our split classrooms used the fifth grade kits.

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (<i>reference related action plans</i>)	
<ul style="list-style-type: none"> • Examination of new math standards and comparison to curriculum • Assess student work and evaluation of that work • Preparation of student learning plans and differentiation for student learning • Examine calendars and plans for split classroom curricula • Discuss curriculum calendars, alignment, and how to support split classrooms • Review thinking strategies and the application across content • Clarify assessment decisions for first trimester report cards • Preparation for parent conferences and student progress discussions • Meet as grade levels to evaluate RTI model • Evaluate and examine CSIP goals – clarify and monitor progress 	<p>Franklin staff promotes shared leadership and collegiality. Staff work together to provide the optimum student learning opportunities for our students (1.6, 2.1). Teachers and support staff work collaboratively to support our curriculum calendar work, daily instruction, and differentiate lessons for students (1.1-1.6, 2.1). The following Franklin leadership teams meet once a month: Site Team, PTO, RTI, staff, grade level teams, vertical instructional teams, and para educators. Our discipline team, safety team, and Green School teams meet periodically working toward school improvement (1.1-1.4, 2.1). Franklin teachers take advantage of our district curriculum specialists to support instruction and Franklin is represented on district curriculum and assessment leadership teams (1.1-1.4).</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Student council elections completed • Student council monthly meetings held and school store opened • Student council led Veteran’s Day Assembly, Friday announcements, school photographers, and Fantastic Five Awards • Student council created behavior expectation videos for review in January • Parent representatives included in Site Team meetings and MAC Advisory Meetings, volunteers recruited for MAC enrichment clusters, 2nd grade multicultural event, field trips, and daily classroom support • Parents invited to and attended first trimester recognition assemblies • PTO meetings well attended, calendar and budget goals approved 	<p>Franklin invites its students to take an active role in our school community (1.6). Sixth grade students run for student council office while third through sixth grade students also elect classroom representatives (1.6). Students advise incentives and school spirit days, run a school store, help run school assemblies, read school announcements and the names of Fantastic Five recipients on Fridays, and serve as school photographers at various events (1.6, 3.1). Student council also offers suggestions to offer academic and behavior incentive suggestions (1.6). Parents contribute to Site team conversations, offer suggestions to support our school through PTO meetings, and volunteer daily in our classrooms (3.1). Franklin welcomes its parents into the school and offers suggestions for support at home. 97% of our parents attended parent conferences.</p>
Summary Analysis of <i>Response to Intervention (RTI) Pilot Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Meet one Friday a month with all involved in RTI instruction • Evaluate and plan for next steps in student literacy instruction during RTI • Use data to change student grouping for RTI literacy grades K-6 • Use data to alter student grouping for RTI math grade 6 • Provide third dose of literacy instruction for various ESL and Tier III students • Read 180 begun as sixth grade RTI literacy support • Resources designated to sixth grade for math support – RTI model with small group and one-on-one instruction • RTI model refined and instruction shared during Friday meetings 	<p>Franklin supports RTI in literacy instruction. Franklin staff works together to create small, flexible, individualized learning groups for each student. Those delivering instruction meet monthly and/or weekly to debrief plans and student progress (1.1, 1.2, 2.8). Math instruction in third and fifth grade involves creating smaller numbers of students for more individualized instruction to support our split grade level classrooms. At sixth grade, we have designated five extra adults to support individualized math instruction (1.4, 2.8). We would like to find a way to implement more RTI instruction in math for all grade levels.</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 comprehend and analyze texts at similar percentages. We had a gender gap with girls scoring more than ten percentage points higher than boys in grades four and five.				
STRATEGY	Continue frequent progress monitoring to assess student performance and guide instructional pacing. Small group instruction will support those students needing more individual attention. Add grade 6 to RTI.				
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 data including WASL, DIBELS, DRA, ARI, and grade level specific data in grade level and vertical teams to guide instruction.	Aug. 2009 – June 2010	Principal; All Staff	Site Team, Principal	<input type="checkbox"/>	Reviewed WASL, DIBELS, DRA, ARI, along with classroom based assessments
Decide upon and implement a diagnostic screener for phonics as well as comprehension at each grade level in addition to DIBELS.	Oct. 2009-January 2010	All Staff	Teacher Collaboration Teams, RTI Team, Principal	<input type="checkbox"/>	Using information from district RTI team to determine screeners
Continue small, flexible groups of intensive instruction in the area of reading during RTI. Daily fluency practice with targeted students.	Sep. 2009 – June. 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, RTI Team, Principal	<input type="checkbox"/>	Working well and adjusting groups as needed
Provide enrichment activities for students exceeding grade level performance while differentiating for students who need more practice.	Sep. 2009 – June 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, PDC, Principal	<input type="checkbox"/>	Most differentiation occurs during RTI time, CAFÉ book study may increase this throughout
Implement response to intervention (RTI) in reading with the addition of 6 th grade.	Sep. 2008 – Oct. 2009	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, RTI Team, Principal	<input type="checkbox"/>	Added Read 180 and are pleased with small group improvement

ACTION PLAN

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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	The achievement gap in writing for rose to a 20% difference with boys scoring lower than girls. Franklin students perform well in conventions, but need more work on content, organization, and style.				
STRATEGY	We will continue using journals in reading, math, science and writing. We will analyze internal writing assessment data by gender and provide focused instruction for struggling students.				
EVIDENCE OF ACHIEVEMENT	State assessments at target AYP levels for grade 4. Increase percentage of students passing our internal writing assessments. Narrowing gender gap.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Engage students in purposeful daily writing using reader’s notebooks, science and math journals, and writer’s workshop.	Sep. 2009 – June 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	Reader’s Notebooks collect student work
Select/recruit male role models to mentor and inspire boys in writing. Select male author for young writer’s day.	Sep. 2009 – Oct. 2009	K-2 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	Author Mike Graf is scheduled to visit in February.
Continuously identify and target students needing remediation through classroom assessment and progress monitoring.	Sep. 2009 – Apr. 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	
Plan Young Writer’s Workshop day for all students at Franklin Elementary.	Oct. 2009 – June 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	May coordinate with author visit.
Continue the practice of self assessment and goal setting for writing through writer’s workshop and using the writing continuum.	Oct. 2009 – June 2010	3-5 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	

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	Special education students need additional support in math. A gender gap emerged in grades 4,5, and 6 for boys in math. Low socio-economic students also scored lower than their peers.				
STRATEGY	We will need to use a diagnostic test for new students and to analyze the weaknesses of current students. <i>Math Alert</i> at grades 3-6 will be used along with <i>Bridges</i> assessments to guide instruction.				
EVIDENCE OF ACHIEVEMENT	Measured Student Progress data will indicate student improvement to meet AYP in all cells in math..				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
We will consider using <i>Math Alert</i> for progress monitoring of students as long as it aligns with the new math standards.	October 2009, December 2009, March 2010	3-6 Teachers, Principal	Principal	<input checked="" type="checkbox"/>	Chose not to pursue <i>Math Alert</i> this year.
Teachers will continue to adjust curricula after continued examination of state performance standards.	September 2009 – Jan. 2010	K-6 Teachers	Principal, Site Team, Math Vertical Team	<input type="checkbox"/>	District support by curriculum specialists is appreciated.
Franklin will develop math computation expectations and a method to improve math computation fluency.	October 2009 – May 2010	Math Vertical Team, K-6 Teachers, Spec. Ed. Teachers, Principal	Math Vertical Team, Principal	<input type="checkbox"/>	Teachers who attended a math conference will share in January.
Franklin will implement an after school program to support math content at grades 2-6 with identified strategic and intensive students.	November 2008 – April 2009	Classroom Teachers, Volunteers	Site Team, Principal	<input type="checkbox"/>	+,- grades 2/3 x,÷ grades 3/4
Grades 6 students will participate in Math Olympiad.	May 2009	Grade 6 Teaching Teams	Site Team, Principal, Math Vertical Team	<input type="checkbox"/>	

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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	Focus on the scientific method, with continued opportunities for authentic hands on, outside science learning is needed across the school-wide instructional system.				
STRATEGY	We need to examine the new science standards and the alignment of science instruction from K-5, leading up to the state assessment at the 5 th grade.				
EVIDENCE OF ACHIEVEMENT	Science scores will increase by AYP index rate. Students in grade 5 will be able to illustrate the entire scientific process in their science journals. Close the gender gaps for males.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teacher teams meet to look at state and classroom assessments, begin writing student learning plans for targeted students in science.	August 2009 – October 2009	Grade 6 Teachers	Principal, Grade 6 Teachers	<input checked="" type="checkbox"/>	
Create a developmental continuum for the scientific process – grades K-6.	October 2009 – June 2010	Grade 5 Teachers	Site Team, Principal	<input type="checkbox"/>	
All students will keep science journals throughout the year to record the scientific process.	December 2009, March 2010, June 2010 (each trimester)	K-6 Teachers	Site Team, Principal	<input type="checkbox"/>	
Provide appropriate enrichment activities for all students. (projects, field trips, guest speakers)	October 2009 – June 2010	PTA, Principal, K-6 Teachers	Site Team, Principal	<input type="checkbox"/>	ONP visits by grades 1,2,5 and planned field trips by grade 4 to marine center
Plan and host an all school “Science Night” with activities for parents, students, and community members.	March 2010	Science Vertical Team, Principal, PTA	Site Team, Principal, Science Vertical Team	<input type="checkbox"/>	

ACTION PLAN

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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 was 99%. There were 27 suspensions in the 2008-09 school year.				
STRATEGY	Continue to celebrate excellent attendance and positive behavior choices. Implement <i>Why Try?</i> into grade 6 to encourage school attendance and self worth. 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.	September 2009 – June 2010	Site Team	Staff	<input type="checkbox"/>	Need to be more consistent in this area.
Inform families of community resources and help them with access to supplies needed for school, medical care, and transportation.	September 2009 – June 2010	Principal, Readiness to Learn Teacher (Beth Clifford)	Site Team	<input type="checkbox"/>	7 students gained access to counseling via PAEF, 10 clothing grants, 12 Elks coat/shoe vouchers
Track absenteeism weekly and make personal contact with families who have unacceptable levels of absenteeism according to board policy.	September 2009 – June 2010	Secretary, Principal	Principal	<input type="checkbox"/>	Consistent phone calls, transportation discussions, personal contacts
Each trimester parents and community will be invited to a recognition ceremony for one third of each classroom in grades 1-6.	September 2009 – June 2010	Principal	Site team	<input type="checkbox"/>	Great participation in first recognition assemblies
Continue Friday recognition of Fantastic Five Behavior expectations throughout the week. Also maintain school spirit days.	September 2009 - June 2010	K-6 Teachers, Principal, 3 rd -6 th grade student leadership	Site Team	<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Parents, staff, students share belief that nine characteristics of highly effective schools are in place at Franklin. Parents (91%), staff (74%), students (87%) 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 6th grade.				
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.	October 2009- June 2010	Discipline Committee, Principal, Site Team, Student Council	Staff	<input type="checkbox"/>	Done in coordination with spirit days
Student leadership will run the Franklin students store, manage the money and inventory, and choose inventory items.	October 2009 - June 2010	Student Leadership, Principal, Site Team, Parent Volunteer	Site Team	<input type="checkbox"/>	Store opened in November
Students will be taught behavioral expectations for school areas first week of school. Expectations will be displayed.	September 2009 – October 2009	Discipline Committee, Principal, Site Team	Staff	<input checked="" type="checkbox"/>	Review movies created for January by student council
Elect officers for student leadership team. Select student council for reps. grades 3-5 which will be led by the 6 th grade officers.	October 2009	Discipline Committee, Principal, Site Team	Staff	<input checked="" type="checkbox"/>	
Create a MAC advisory group to examine the future of the MAC program and design, record, and implement policy regarding the MAC.	October 2009 - June 2010	MAC advisory group, Principal, Assistant Superintendent	Staff, Site Team, MAC advisory, Principal	<input type="checkbox"/>	Work in progress

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 88%; high standards, expectations for student learning 74%; programs, processes support curriculum, instruction, assessment 91%.				
STRATEGY	Collaboration time will be used to support CSIP action plans, RTI instruction and other areas of focus identified by teachers specific to grade level needs and individually 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 grade level teams. Plan RTI team meetings.	September 2009 – June 2010	Site Team, Principal, Instructional Staff	Site Team, Principal	<input type="checkbox"/>	Site Team continues to review
Grade level district teams will meet during collaboration to focus on RTI implementation and individual student instructional needs.	September 2009 - June 2010	Site Team, Principal, Instructional Staff	Principal, staff	<input type="checkbox"/>	
Collaboration Tuesday plan: 1st - grade level and RTI, 2 nd - district teams, 3rd - grade level or vertical teams, 4 th - whole group collaboration	September 2009 - June 2010	Site Team, Principal, Instructional Staff	Principal	<input type="checkbox"/>	
Grade level, vertical instructional leadership teams and RTI teams will set priorities and calendar additional support activities.	October 2009 - November 2009	Grade level and vertical teams	Principal and Site team	<input checked="" 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 2.1 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 will be available to staff. Grade level teams will meet to improve student learning and achievement and 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
Vertical Instructional Leadership Teams will analyze instructional implications of state assessments for math, literacy, science.	October 2009 – November 2009	All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	Continued examination as information released from the state
Small learning communities will be made up of grade level, vertical, and RTI teams.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Classified staff will be included in professional development opportunities whenever applicable. Para meetings once a month with the principal.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	Five para educators attended Read 180 training.
Teachers will have the opportunity to observe their peers.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Teachers will focus on data analysis and RTI model for student improvement.	August 2009 - June 2010	Site Team, Teachers, Principal	Site Team, RTI Team Principal	<input type="checkbox"/>	Built in for reading in RTI model

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	Refurbished Dell computers now comprise classroom computer stations. Classrooms got document camera upgrades and continue to have a box-lite, and Internet access. We also set up a sixth grade computer lab.				
STRATEGY	Support technology used as a tool in all classrooms. Provide time for teachers to share instructional strategies using technology. Use Maria Kays's and Barry Burnett's expertise through their new technology grant.				
EVIDENCE OF ACHIEVEMENT	Technology will be used as a tool to enhance core curriculum and support enrichment activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff self assessment of professional development needs in technology.	August 2009 – October 2009	Building Tech. Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	
Professional development will be offered as needed to respond to teacher needs/requests.	September 2009 – June 2010	Building Tech. Teachers	Principal, Site Team	<input type="checkbox"/>	Read 180 training/ Two teachers participate in grant
Students will continue to use technology to set and track individual academic goals.	November 2009	3rd-6th Grade Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	
All students will use tech as a tool.	September 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
School web site will be maintained by building tech. and will be updated monthly. It will include an electronic version of the school newsletter.	September 2009 – June 2010	Building tech.	Principal, Site Team	<input type="checkbox"/>	

PART 6: ACTION PLAN

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 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	
Use DIBELS as a universal screener for all students 1-6 in reading. Administered fall, winter, and spring for baseline data. K winter & spring.	September 2009 December 2009 May 2010	RTI team and Principal	Site team, RTI team and Principal	<input type="checkbox"/>	
Use assessment data to form three tiers of instruction in reading, and staff the tiers with instructional support.	September 2009 – June 2010	All staff	Site team and Principal	<input type="checkbox"/>	
Progress monitor for tiers 2 and 3 bi-monthly. Adjust instruction and/or groups as needed. Decide upon a diagnostic reading screener.	September 2009 – June 2010	RTI team and Principal	Site team and Principal	<input type="checkbox"/>	
Use at least one collaboration time per month to look at implications of assessment data, instruction in tiers, and to make adjustments.	October 2009 – June 2010	All staff	Site team and Principal	<input type="checkbox"/>	Scheduled during the day once a month
Determine a universal screener for math at grades 2-6 and support with RTI after school and in the afternoon.	October 2009 – May 2010	All staff	Site team and Principal	<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	EES data indicates parents believe we set high standards and expectations (91%), have good parent & community involvement (82%) and create a supportive learning environment (88%).				
STRATEGY	We communicate with all stake holders in a variety of ways. We publish volunteer opportunities in newsletters, contact past volunteers by phone, and make volunteer requests at PTO meetings and open houses.				
EVIDENCE OF ACHIEVEMENT	Attendance will improve by AYP index rate. Student improvement will meet AYP in all three areas.				
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.	September 2009 – June 2010	PTA, Principal, Teachers	Principal, Site Team	<input type="checkbox"/>	97% attended parent conferences
Parents will be recruited to offer recess alternatives, to serve on school committee work, and to help in classrooms.	September 2009 – June 2010	PTA, Principal, Teachers	Principal, Site Team	<input type="checkbox"/>	
Continue with Peninsula Mental Health and PAEF in providing basic health and counseling needs and advocacy for students and families.	September 2009	Principal, Peninsula Mental Health, PA Education Foundation	Principal, Site Team	<input type="checkbox"/>	7 students gained access to counseling via PAEF, 10 clothing grants, 12 Elks coat/shoe vouchers
Plan parent nights focused on student learning to inform parents of the new performance expectations in math and our new state assessment.	January 2010 - March 2010	Principal, vertical teams	Principal, Site Team	<input type="checkbox"/>	
Support PTA planned activities and events such as Bingo Night, Movie Night, and fundraising events.	September 2009 - June 2010	PTA, Principal, teachers	Principal, Site Team	<input type="checkbox"/>	Fundraiser for Scarpa family in planning stages

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	
\$400	State physical education conference.	Campbell Kirkman – PE teacher	<input checked="" type="checkbox"/>
\$800 (paid for with Title I monies)	Read 180 training.	Five para educators and three certificated staff attended training in September. Heather Chapman, Judy Thomas, Debra Roos, Maria Heikila, Sandee Miller, Karen Clark, Kelly Hoch	<input checked="" type="checkbox"/>
\$500	Math training and report to staff	Two certificated staff members attended training for math skills in Olympia in December. Lambert Grimes, Terri Longin	<input checked="" type="checkbox"/>
\$0	CAFÉ book study to begin in January - led by Suzanne Keegan, our Professional Development Coordinator.	Seven certificated staff members signed up to participate. Suzanne Keegan, Maria Kays, Terri Longin, Lambert Grimes, Debra Roos, Karen Walden, and Amity Butler	<input type="checkbox"/>
\$2000	Half days paid for summer training of half time teachers.	Linda Plenert, Karen Walden, Margaret Carlson	<input checked="" type="checkbox"/>
\$3,200	School Staff Development Allocation	✓ Source: School Budget Allocation	