



**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 type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input checked="" type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: DRA scores/District Benchmark: K 91%, 1st 75%, 2nd 90%, 3rd 82%, 4th 91%, 5th 95%, 6th 74%. Our kindergarten students rose from 71% meeting our benchmark standard to 91%. Our DIBELs scores in the benchmark and strategic categories correspond well to our reading comprehension tests whether benchmark, DRA, or ARI.

Objective 1.2: End of year writing assessment results at third grade indicated significant growth of 44%. This is incredible and indicates the tremendous efforts of our teaching staff. Our fifth graders performed at about the same percentage as at mid-year on their social studies CBA which serves as their end of year writing. Our sixth grade student percentage declined by 10% from their mid year scores (73% to 63% passage).

Objective 1.3 Our math end of year data increased by one percent at both first and second grade from 90 to 91% and from 96 to 97% respectively. Kindergarten passed their district benchmark at 88%. Other grade levels did not have end of year math tests because they took the MSP. We will review this data in August.

Objective 1.4: Foss Kit Scores: K 95%, 1st 92%, 2nd 93%, 3rd 84%, 4th 70%, 5th 68%, 6th 70%. Students took the MSP science test at grade 5. We look forward to getting the results back in August. Data from different science kits is not always comparable depending on the difficulty of the kit concepts and testing modification work needed for some grade level Foss Kit tests.

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

Objective 1.1: We are concerned with the ability to meet the needs of all students in our classrooms with larger numbers (grades 4-6). We will need to dedicate more support to these classrooms. We are particularly concerned with our incoming fourth grade cohort as well as how to serve our special education student population who need to have time in a regular classroom.

Objective 1.2: Students who can articulate what they need to improve in their own writing often reach their goal. When teachers provide feedback to students that articulates next steps to improve writing, students improve. This level of feedback and conferencing takes time, but provides results. We are concerned about large class size and the amount of time conferencing takes.

Objective 1.3: We discovered through a third grade math RTI model that we do not have supplemental math materials or enough professional development for para educators to support math RTI beyond fluency instruction. We are not prepared to purchase or recommend supplemental or replacement math curriculum.

Objective 1.4: Students do not appear to transfer scientific procedures and thinking to different scenarios. Science continues to be an area we struggle to devote enough time toward. We also would benefit from released MSP items so we have a target to focus on as we teach each kit. The kits do not simply align with the MSP, teachers need time to explore how to focus instruction.

Key Support Needs <i>(incl. resource references related to barriers)</i>	Key Adjustments To Action Plan <i>(incl. performance data reference)</i>
Objective 1.1: Our RTI model continues to serve our student needs by differentiating based on skill needs. We continue to monitor student progress more often for our strategic and intensive students during RTI. We need to expand our differentiation into the classroom after students return to class.	Objective 1.1: We plan to add to our best practices using the Purdue Project modules to differentiate instruction. We look forward to the professional development opportunities this project carries with it as well as time to share our own expertise in differentiation and what works in our classrooms.
Objective 1.2: We can remind each other of the value of examining student work together and teaching students to evaluate each other's writing so they can then evaluate their own writing.	Objective 1.2: Teachers will continue to grow in their evaluation of student writing, feedback, and writing conferencing. Our professional development work on differentiation through the Purdue Project should support this goal. Consistent modeling as well as daily writing practice should support our goal of improved self evaluation.
Objective 1.3: We would like support to train our para educators and set up a system for computational fluency support. It would also be nice to collect computational fluency materials that teachers who don't currently have a fluency model could access rather than having to create their own progression of practice.	Objective 1.3: We plan to support professional development the first week of school for our para educators to support math computational fluency and mental math instruction. We would also like to find a way to support more math fluency practice either before or after school if possible.
Objective 1.4 We hope grant support continues for many of our local scientific field trips. We also support district alignment of the scientific process. We would like to contact Deb Moriarty about K-6 science lab field trips. Part of the school would go to the Marine Lab. Fifth would go to Dungeness River and Peabody.	Objective 1.4: We would like to continue our science night next year along with many of our science related field trips. Field trips encourage student interest and learning about our local environment.

Summary Student Internal Accountability System Performance Data to Date <i>(2008-09 is end-of-year data; 2009-10 is year-to-date data)</i>													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	0	99.05%	1	0	0	0	K	34	91.51%	0	0	0	0
1	0	99.67%	2	0	0	0	1	4	94.79%	0	0	0	0
2	0	98.75%	0	0	0	0	2	6.5	95.24%	2	0	0	0
3	0	98.79%	3	0	0	0	3	0	95.84%	1	0	0	0
4	0	98.86%	1	0	0	0	4	15	95.32%	2	0	0	0
5	0	98.59%	1	0	0	0	5	3	94.50%	7	0	0	0
6	0	99.05%	1	0	0	0	6	11.5	94.66%	9	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	❖	❖	❖	91%
	1	❖	77%	79%	❖	1	❖	68%	75%	❖
	2	74%	83%	88%	❖	2	84%	83%	90%	❖
	3	77%	87%	89%	64%	3	70%	83%	82%	70%
	4	78%	92%	❖	76%	4	85%	85%	MSP	91%
	5	80%	87%	❖	81%	5	91%	99%	MSP	95%
6	78%	81%	❖	74%	6	79%	83%	MSP	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	❖	❖	94%	94%	K	❖	❖	84%	88%
	1	❖	❖	❖	97%	1	❖	❖	❖	91%
	2	❖	❖	❖	90%	2	❖	❖	❖	97%
	3	❖	69%	70%	65%	3	❖	47%	91%	59%
	4	62%	60%	❖	55%	4	65% (4/6)	75%	MSP	60%
	5	❖	69%	68%	60%	5	❖	83%	80% CBA	63%
6	❖	67%	69%	52%	6	❖	73%	63%	54%	
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	93%	95%	❖	❖
	1	92%	95%	95%	❖	1	100%	91%	93%	❖
	2	89%	90%	95%	❖	2	100%*	93%*	81%*	❖
	3	76%	80%	88%	❖	3	74%*	84%*	74%*	❖
	4	72%	75%	89%	❖	4	48%*	70%*	90%*	❖
	5	88%	85%	79%	83%	5	73%*	70%*	47%*	68%*
6	70%	75%	77%	80%	6	76%	76%	65%	70%	

⊕ 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>)	
<p>Early Release Tuesdays third trimester for teacher collaboration:</p> <ul style="list-style-type: none"> • 3rd grade math RTI model implemented and reviewed (1.3, 2.8) • Cluster grouping for student placement based on the Purdue Project re-search study (2.1) • 4th grade teacher awarded a TL21 technology grant (2.2) • Evaluation of RTI in reading and potential support models discussed (1.1,1.2,2.8) • Discussion of math fluencies and ways to support computation (1.3) • Ideas for improving recognition assemblies shared by teachers (1.5,3.1) 	<p>Staff met in grade level teams both at Franklin and across the district to examine math mid-year exams. Teachers also discussed the various methods used to differentiate reading instruction. Teachers discussed the Daily Five management model as well as the CAFÉ as a way to implement comprehension for all skill levels. Teachers also examined the new math and reading standards put in student and parent friendly language. Staff and Franklin discussed the opportunities as well as concerns involved with the Purdue Project. We read about cluster grouping as well as various ways to differentiate instruction in the classroom.</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"> • Volunteer program through Clallam Literacy Council as well as Trinity Tutors implemented (1.5, 1.6, 3.1) • Talent Shows for K-3 and 4-6 with parent invitations (1.6, 3.1) • Book Fair put on by PTO (1.1, 3.1) • Continued to honor Fantastic Five behavior and student writers (1.2, 1.6) • Third trimester recognition Assemblies well attended (1.6) • Sixth grade reception and celebration (1.6, 3.1) • Track and Field Day (3-6), Field Day (K-2) (1.6) • Continued student council meetings once a month (1.6) • Met with parents regarding student attendance (1.5) 	<p>Student council continued to support and advertise our monthly spirit days. They ran our school store which allows them to purchase incentives as well as restock the store. We had a large number of parents attend our family book fair evening at Franklin. Our third trimester recognition assemblies highlighted student efforts and unique characteristics that make them special. We had a strong number of participants as well as audience members for our end of the year music concerts and our end of the year talent show. We celebrated our students and their talents this trimester. We also invited over 200 volunteers into our community to help work with students, support field trips, run a field day station or provide support to teachers in their classrooms.</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"> • Reviewed RTI data once a month to determine student groupings (1.1, 1.2, 2.8) • Completed our third grade math RTI model (1.3, 2.8) • Met with district RTI team once a month and collected data for the end of the year RTI report to the school board (2.8) • Continued a third dose of literacy support for ESL and Tier III students (1.1, 1.2) • Continued para educator support for 4th and 5th grade math (1.3) • Completed our final benchmark testing in June (1.1, 2.8) 	<p>We explored math instruction through an RTI model using a simple screening test and meeting to discuss student progress. We changed students as necessary, but discovered that we do not have supplemental or replacement materials for math like we do for reading. We also need more professional development for our para educators to feel confident in providing math instruction. Our reading model continues to provide needed small group support for students who need a little extra attention. We have a variety of ways we provide our RTI to different grade levels in our building. Flexibility and the ability to adjust support based on the cohort of students are the keys in making RTI work for both teachers and students.</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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Added Read 180 and are pleased with small group improvement

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	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 checked="" 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 checked="" type="checkbox"/>	Author Mike Graf visit.
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 checked="" 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"/>	Did not choose to complete.
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 checked="" type="checkbox"/>	CAFÉ model supports this as well.

ACTION PLAN

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

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

DATA ANALYSIS	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 checked="" type="checkbox"/>	Emphasis on MSP preparation.
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 checked="" type="checkbox"/>	Arithmetic Raccoons in place for March, April, and May.
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 checked="" type="checkbox"/>	LST and para educators provide support.
Grades 6 students will participate in Math Olympiad.	May 2009	Grade 6 Teaching Teams	Site Team, Principal, Math Vertical Team	<input type="checkbox"/>	Chose not to participate this year.

ACTION PLAN

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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 checked="" type="checkbox"/>	Need to complete with district support.
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 checked="" 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 checked="" type="checkbox"/>	OPI visited in April as well as various science field trips.
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 checked="" type="checkbox"/>	300 + in attendance in March.

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 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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	Counseling grants continued from PAEF.
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 checked="" type="checkbox"/>	Ongoing communication by phone, mail, and in person.
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 checked="" type="checkbox"/>	Called families of honored students each trimester.
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 checked="" type="checkbox"/>	Add birthdays next year.

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 checked="" type="checkbox"/>	Spirit days/grade level rewards
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	Presented report to school board April 12.

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Will evaluate for next year.
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 checked="" 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 checked="" type="checkbox"/>	
Teachers will have the opportunity to observe their peers.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	We did not pursue this. Lack of money and time.
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 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 2.2 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"/>	Will share technology use June 21 collaborative day.
Professional development will be offered as needed to respond to teacher needs/requests.	September 2009 – June 2010	Building Tech. Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	Terri Longin received TL21 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 checked="" 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 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 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 checked="" type="checkbox"/>	Sept., Jan., June
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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Grade 3 screener created.

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 checked="" type="checkbox"/>	Rec. Assemb. And evening events well attendend.
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 checked="" 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 checked="" type="checkbox"/>	Used PAEF grants for counseling.
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 checked="" type="checkbox"/>	MSP nights for grades 3 and 4
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 checked="" 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	
\$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 checked="" 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	