



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

School Jefferson Elementary School
Principal Michelle Olsen

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

Key Progress (incl. relevant internal accountability data references)	Key Barriers To Progress (incl. relevant problem solving steps)
Objective 1.1: March DRA shows 1st graders making solid progress. 2nd grade at standard has remained at 69%, however students have made progress, but not yet at standard. DIBELS is used to monitor progress of students. Interventions are chosen for students based on data and teacher observation. Each grade level team meets 1-2 times a month to adjust the flexible groupings.	Objective 1.1: 2nd grade students needed another intervention program. We are now using Phonics for Reading. Time to plan was a problem for para-educators. A new schedule was created that gave planning time every Friday. Progress monitoring was not working efficiently. The four adults now have set students which builds rapport and efficiency.
Objective 1.2: Winter grade 4 writing scores show 30% at standard. Teachers have been using mini lessons to focus instruction on both COS and conventions as well as doing individual conferencing with students. Another strategy used was to group students into two groups so teachers could better focus on writing needs. A writing gap identified at several grade levels is writing fluency.	Objective 1.2: Each 4th grade classroom has 27 students so conferencing individually with students is a huge task. Teachers created two different writing groups to better meet the varying writing needs. A writing CBM given to one 3rd/5th grade classroom showed that students struggle with writing fluently. CBMs are given regularly to improve fluency in these two rooms.
Objective 1.3: All K-5th teachers are using both <i>Bridges</i> number corner curriculums. 6th grade is using <i>McDougall Littell</i> . Winter math scores were mixed. 5th/6th grade teachers began offering after-school support for struggling math students. 4th grade students participated twice a week in a three week after-school math time. 1st-3rd grade teachers use volunteers to help students.	Objective 1.3: We needed to create building wide math strategies. Strategies were created to use in the classroom and sent home to parents of 3rd-6th students. Interventions needed for struggling students. Staff has identified a school to visit after WASL that does RTI with <i>Bridges</i> . Mid-terms were aligned to WASL, but not aligned to what was taught in the math curriculum.
Objective 1.4: All teachers are using the kits. The kits are helpful in that all of the materials are ready to go. All of the teachers continue to reinforce and support the use of the science notebooks. .	Objective 1.4: Data collection forms are needed so that teachers can submit data to building principals using similar format. Teachers need a clear scope and sequence about what all grade levels are teaching so that they can better connect learning for students. How does the new format of science WASL impact the focus of our science kits/notebooks?

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: DIBELS progress monitoring is showing that when students aren't making gains we need to change something. We have worked with several reading intervention programs to figure out which works best. Based on this experience we feel we need to add another program that focuses on comprehension. (We will be researching best programs before purchasing in June.)	Objective 1.1: The final benchmark testing for DIBELS will take place on June 10 and 11. Data will be used by staff during the June 18 collaboration time.
Objective 1.2: All of the teachers on the instructional team asked that training be given during a Tuesday collaboration time about writing CBMs. (Ann Nolan along with a couple of teachers will be doing this on April 22.)	Objective 1.2: Data from the spring writing CBMs will be used to develop CSIP plans for next year.
Objective 1.3: Winter benchmark assessments need to be rewritten to better align with the math instructional calendar. (Talk about at grade level meetings and with math adoption specialists.) Staff would like to begin pre-viewing materials that could be used for intervention. Professional development to understand the new math standards and assessment changes for 09-10.	Objective 1.3: No adjustments are necessary at this time.
Objective 1.4: District-wide data forms need to be created. (This could be created at CSB.) Teachers need time to understand science standards and need updated information about the science WASL. (Information can be provided by district science leaders during Tuesday time.) Teachers would like a scope and sequence K-6th.	Objective 1.4: No adjustments needed at this time.

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	94.06%	0	0	0	1	K	7.5	95.38%	0	0	0	0
1	0	94.09%	2	0	0	1	1	7.5	95.85%	1	0	0	0
2	1	94.02%	14	0	0	1	2	5.5	95.53%	2	0	0	0
3	0	95.02%	7	0	0	0	3	9.5	95.46%	0	0	0	0
4	0	95.03%	14	0	0	1	4	8	95.07%	3	0	0	0
5	0	95.90%	6	0	0	0	5	8.5	94.43%	6	0	0	1
6	1	93.92%	10	0	0	0	6	7.5	94.45%	5	0	0	0

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
		Reading					Reading			
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Jan/Mar. DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	❖	K	❖	❖	❖	75%
	1	58%	79%	73%	❖	1	49%	71%/80%	⊕	❖
	2	75%	78%	66%	❖	2	65%	69%/69%	⊕	❖
	3	86%	89%	80%	50%	3	87%	87%	❖	79%
	4	45%	60%	❖	65%	4	78%	84%	❖	71%
	5	93%	83%	❖	86%	5	89%	89%	❖	96%
	6	89%	89%	❖	64%	6	84%	86%	❖	50%
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%	K	❖	❖	⊕	97%
	1	❖	❖	❖	96%	1	❖	❖	❖	100%
	2	❖	❖	❖	62%	2	❖	❖	❖	65%
	3	❖	45%	55%	❖	3	❖	49%	⊕	92%
	4	52%	23%	❖	❖	4	16%	30%	⊕	24%
	5	❖	52%	45%	❖	5	❖	50%	⊕	46%
6	❖	54%	61%	❖	6	❖	52%	⊕	47%	
District Science Kit Assessments (FOSS Kits) (percent of students at standard)		Science					Science			
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	90%	90%	❖	❖	K	⊕	⊕	❖	❖
	1	90%	90%	85%	❖	1	96%	100%	⊕	❖
	2	90%	90%	82%	❖	2	83%	⊕	76%	❖
	3	84%	88%	80%	❖	3	83%	⊕	79%	❖
	4	80%	82%	80%	❖	4	78%	⊕	⊕	❖
	5	78%	81%	73%	77%	5	72%	⊕	63%	⊕
6	71%	78%	76%	74%	6	70%	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.

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"> • Grade level teams met to create math/reading strategies for short answer and multiple choice questions to be used building wide.(1.1 and 1.3) • All certificated staff participated in a book study using: <i>Bringing Vocabulary to Life</i>. Final activity was to meet as whole staff to plan next steps based on learning. (2.1) • RTI instructional team planning and review of monthly data. (1.1, 1.6, 2.8) • WASL proctor training (2.1, 2.8) • Whole staff autism training presented by Margi, Sue, and Christine based on a class they attended and their current experience. (2.1, 2.8) 	<p>Collaboration activities are designed with input from the instructional team and are aligned directly to the CSIP. Teacher time is valuable so we want to use the time to develop our skills in the best way to better improve student learning and success. Our book study time has brought about a weekly focus on vocabulary. Each week Coya chooses a word that students will run across in several areas of learning. Our words so far have been: Cherish, persistent, ecstatic, and impeccable. Every classroom uses the words. A display is created for parents/visitors at the entrance of the school. All students are using the words with each other and their families. We know that a focus on vocabulary will help our students in reading, writing and communicating.</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"> • Books and Beyond Home Reading Incentive Program Assembly. (3.1) • High 5 Assemblies for academic improvement, hands/feet to self, and following directions. (3.1) • PTO movie night. (3.1) • PTO Tears of Joy Puppet Theater Presentation. (3.1) • PAEF/PTO sponsored the Pacific Science Center Science on Wheels. (3.1) • PTO Scholastic Book-fair. (3.1) • 4th/5th grade after-school Homework Club. (3.1) • PTO Muffins for Moms. (3.1) 	<p>Our parents, students, and staff are working together to help Jefferson be a successful community of learners. The foundation for this success is the creation of caring and trusting relationships. Our PTO is focused on sponsoring free events that promote families spending time together while participating in school events that provide students with enrichment to their daily school instruction. These events allow staff to get to know families in a more personal way which helps parents feel more comfortable in working/talking with teachers. We will continue to partner with our Jefferson PTO and the Port Angeles Education Foundation</p>
Summary Analysis of <i>RTI pilot activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Instructional team meets monthly to review RTI data, problem solve, and share staff feedback, and identify next professional development steps. (2.1, 2.8) • DIBELS is being piloted in grades K-6 for reading. (1.1, 2.8) • Progress monitoring is ongoing for all strategic and intensive students. (1.1, 2.8) • Spring benchmark testing set for June 10-11. (1.1, 2.8) • Grade levels meeting to review data and look for ways to creatively use our people resources to give students additional intervention time. (1.6, 2.1) 	<p>The instruction team is guiding our RTI pilot in the area of reading. The team meets each month to review data, celebrate progress, and problem solve areas of concern. The team, during its April meeting, began planning for the end of year benchmark testing for all Jefferson students. A plan was made to review the data at the June 18 collaboration time and again in August when WASL data is released. The team is slowly beginning to look at writing and math interventions, but is feeling a bit overwhelmed. As the team reflects we see the great distance that we have come in our thinking about interventions, assessment, and efficient use of resources, but acknowledge that we still have a lot to learn. The team continues to be focused on supporting “every” student through focused instruction, intervention, and enrichment.</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	Grade 3 at standard: 79%, grade 4: 85.7%, grade 5: 84.4%, grade 6: 80.4%. Between 15% and 21% of students at every grade level are not at standard.				
STRATEGY	Use data from school-wide DIBELS, district assessments to design interventions for all students (RTI pilot program); core reading curriculum will be taught with fidelity at each grade level according to school plan.				
EVIDENCE OF ACHIEVEMENT	Enough students in grades 3, 4, 5, and 6 will meet standard that Jefferson achieves AYP on 2009 WASL. Progress monitored on a regular basis within the RTI plan and following the district assessment calendar.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Review, organize and prioritize our data as a school staff to identify strengths/challenges.	Aug. 2008 – Sept. 2008	All Staff	Principal	<input checked="" type="checkbox"/>	
Focus on informational text K-6 using <i>National Geographic</i> and WASL stems along with monthly focus on comprehension strategies.	Sept. 2008 – June 2009	All Staff	Principal	<input type="checkbox"/>	On-going
Align <i>Houghton Mifflin</i> curriculum by grade levels, vertically. Calendar units, assessments. Focus: comprehension, vocabulary, grammar.	Aug. 2008	All Staff	Principal	<input checked="" type="checkbox"/>	
Pilot RTI plan school-wide which includes benchmark testing and progress monitoring.	Sept. 2008 – June 2009	All Staff	Instructional Team	<input type="checkbox"/>	On-going
				<input 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	Grade 4 Writing WASL: 71.4% at standard; 66% standard in content, organization, style. Spring 2007: grade 3 writing: 55%.				
STRATEGY	Continue to identify and use best instructional writing practices.				
EVIDENCE OF ACHIEVEMENT	76% of students in grade 4 will meet standard on the 2009 WASL. 75% of students will meet standard in COS on the 2009 WASL. Spring 2009: 65% of grade 3 students at standard on EOY writing assessment.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review school, district data to identify schools with writing increase; invite teachers from other district schools to share strategies Jefferson staff.	Aug. 2008 – Nov. 2008	All Staff	Instructional Team	<input checked="" type="checkbox"/>	
Use monthly “Looking Ahead in Writing” as created by writing curriculum adoption specialists to assist in planning for writing instruction.	Sept. 2008 – June 2009	Grades K-6 Teachers	Principal	<input type="checkbox"/>	On-going
Identify writing anchor charts to support classroom writing; students review examples of scored release items and practice using rubric.	Oct. 2008 – June 2009	All Staff	Principal	<input type="checkbox"/>	On-going
Begin to identify writing CBMs at grades 4-6, pilot one or two, use results to plan instruction/intervention as classroom or grade level.	Oct. 2008 – Dec. 2008	Grades 4-6 Teachers	Instructional Team	<input type="checkbox"/>	Just started with 3rd/5th
Use OSPI modules in grades 3-5 classes to support students understanding elaboration.	Nov. 2008 – Mar. 2009	Grades 3-5 Teachers	Instructional Team	<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Math 2007 WASL: 3rd: 81.3%, 4th: 66.1%, 5th: 75%, 6th: 45.7%. End of year first at standard 96%, end of year 2nd at standard: 62%				
STRATEGY	Identify and use best instructional math strategies to support ongoing implementation of math curriculum.				
EVIDENCE OF ACHIEVEMENT	Enough students in grades 3, 4, 5, and 6 will meet standard for school to achieve Adequate Yearly Progress with the 2009 WASL administration; End of year first 98%, end of year 2nd 85%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize our data as a school staff to identify strengths/challenges.	Aug. 2008 – Oct. 2008	All Staff	Principal	<input checked="" type="checkbox"/>	
Work with adoption specialists and district grade level teams to identify supplemental lessons to add to math instructional sequence.	Sept. 2008 – Jan. 2009	Grades K-6 Teachers, Special Education Teachers, LST	Principal	<input type="checkbox"/>	On-going
Review math GLEs as teams/staff to align instruction, review what release items ask for in each strand area, review test maps.	Oct. 2008 – Dec. 2008	Certificated Staff	All Staff	<input checked="" type="checkbox"/>	
Work with teams to brainstorm/develop best math interventions and enrichment.	Nov. 2008 – Jan. 2009	All Staff	Instructional Team	<input type="checkbox"/>	On-going
Use monthly “Looking Ahead in Math” to guide math planning and instruction.	Sept. 2008 – May 2009	Site Team	Principal	<input type="checkbox"/>	On-going

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	45.5% of grade 5 students met standard on 2008 science WASL				
STRATEGY	All staff will teach assigned Foss Science Kits as indicated by the district/building schedule.				
EVIDENCE OF ACHIEVEMENT	Enough students in grade 5 will meet standards on the 2009 Science WASL for the school to achieve Adequate Yearly Progress.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
All staff follow schedule to instruct grade level science kits.	Sept. 2008 – June 2009	All Teachers	Principal	<input type="checkbox"/>	On-going
Building science leader will support teachers with their instruction of FOSS Science Kits.	Aug. 2007 – June 2008	Sandi	Principal	<input type="checkbox"/>	On-going
Teachers will instruct using the scientific methods, using the science notebook strategy as outlined in the plan.	Sept. 2008 – June 2009	All Teachers	Principal	<input type="checkbox"/>	On-going
All classroom teachers will give assessments for each kit as called out by district grade level team. Results will be submitted to principal.	Oct. 2008 – May 2009	Grades K-6 Teachers, Special Education Teachers	Principal	<input type="checkbox"/>	Improving
Teachers will use Tuesday collaboration time to review student work and assessments which will guide instruction.	Nov. 2008 – May 2009	Grades K-6 Teachers, Special Education Teachers	Instructional Team	<input type="checkbox"/>	On-going

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	Jefferson’s average daily attendance for 2007-08 school year was 94.6%.				
STRATEGY	Frequent communication with parents about supporting consistent attendance for their child.				
EVIDENCE OF ACHIEVEMENT	Jefferson’s average daily attendance for 2008-09 school year will be 96%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Weekly review of attendance records for absenteeism and tardies. Collaboration and coordination between student, parent, and staff.	Sept. 2008 – June 2009	Vicki Anderson, Cynthia Bear, Michelle Olsen	Site Team	<input type="checkbox"/>	On-going
Inform families of community resources and help them with access to supplies needed for school, medical care, and transportation.	Sept. 2008 – June 2009	All Staff	Site Team	<input type="checkbox"/>	On-going
Each month students with perfect attendance will be recognized.	Oct. 2008 – June 2009	Vicki Anderson, Cynthia Bear, Michelle Olsen	Site Team	<input type="checkbox"/>	On-going
				<input type="checkbox"/>	
				<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	53 students suspended in 2007-08. CEE EES 2007 shows 83% of students indicate supportive learning environment. CEE EES in 2007 shows that 82% of staff feels that we care about each other.				
STRATEGY	Revise school wide behavior plan and implement Create more opportunities for staff to build trustful and caring relationships.				
EVIDENCE OF ACHIEVEMENT	Decrease student suspensions to 30 for 2008-09. Increase to 88% students who feel there is supportive learning environment. Increase 2009 data to 90% of staff who feel that we care about each other.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Implement revised school-wide behavior plan across all grade levels to decrease student misbehavior; all staff implement.	Aug. 2008 – Sept. 2008	Para-educators, All Staff	All Staff	<input checked="" type="checkbox"/>	
Review Jefferson shared values at the beginning of year to focus on strengths and challenges.	Aug. 2008	Principal	All Staff	<input checked="" type="checkbox"/>	
Grade level meetings around RTI will occur on a regular rotating basis on Friday mornings as supported by principal and PE teacher.	Oct. 2008 – May 2009	Principal	Instructional Team	<input type="checkbox"/>	On-going
Classified staff included in professional development as possible. Para meetings held monthly. Newer teachers invited to monthly check-in.	Aug. 2008 – June 2009	Staff	Site Team	<input type="checkbox"/>	On-going
Principal will meet with grade levels and specialists on a regular basis to monitor student progress and teacher needs/feedback.	Oct. 2007 – June 2008	Principal	Instructional Team	<input type="checkbox"/>	On-going

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	2007 CEES survey on collaboration/communication shows 69% positive response.				
STRATEGY	Instructional team/principal plan Tuesday collaborative time focus to support CSIP action plans targeting specific content areas. Tuesday time matched weekly to one or more action plans to ensure accountability.				
EVIDENCE OF ACHIEVEMENT	Increase to 80% on 2009 CEE EES survey for high level of collaboration and communication.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Jefferson will use former RTI team as “instructional team.” The Site Team will focus on management issues.	Aug. 2008 – Oct. 2008	Michelle	Whole staff	<input checked="" type="checkbox"/>	
Instructional team will collaborate with principal to create and review Tuesday collaboration schedule that targets CSIP action plans.	Sept. 2008	Instructional team	Principal	<input checked="" type="checkbox"/>	
Specialists (preschool, speech, music, physical education) will collaborate one Tuesday a month. District grade level meetings at least once a year.	Oct. 2008 – June 2009	Specialists, teachers	Principal, Assistant Superintendent, Elementary Principals	<input type="checkbox"/>	On-going
Staff meetings occur the first Tuesday each month beginning October; 2nd Tuesday for grade levels; 3rd/4th Tuesdays whole staff and grade level. Grade levels will collaborate to improve instruction with a focus on connecting to CSIP plans. Meeting notes will be kept in a notebook.	Oct. 2008 – June 2009	All Staff	Principal, Site Team	<input type="checkbox"/>	On-going

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	68% of staff feels there is focused professional development as per 2007 CEES data.				
STRATEGY	Use grade level teams, instructional team and site team to design professional development, individually and building wide, based on student data, CSIP action plans, teacher input and needs.				
EVIDENCE OF ACHIEVEMENT	Increase to 80% of staff who feel there is focused staff development as per 2009 CEES data.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Building teams will analyze instructional implications of WASL for math, literacy, science, and RTI assessments.	Aug. 2008 – Oct. 2008	Instructional Team	Principal	<input checked="" type="checkbox"/>	
Small learning communities will be made up of grade level, instructional, and site teams which will give input to design prof. development.	Aug. 2008 – Oct. 2008	All Staff	Principal	<input checked="" type="checkbox"/>	
Two book studies for all staff, including para-educators based on identified needs, interests, best practices, alignment with the CSIP.	Nov. 2008 Jan. 2009	Instructional Team	Principal, Instructional Team	<input checked="" type="checkbox"/>	One book study only
Kindergarten teachers will meet with the principal monthly to review program and meet identified student/classroom needs for full day K.	Sept. 2008 – June 2009	Kindergarten Teachers, Principal	Instructional Team	<input type="checkbox"/>	Taking place every couple of months.
Teachers will be released two times per year for walkthroughs and peer feedback.	Nov. 2008 – June 2009	Teachers, Principal	Instructional Team, Principal	<input type="checkbox"/>	Needs to be scheduled

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	Jefferson has established an RTI team (instructional team) that has created a plan for creating tiered interventions in the area of reading for 2008-09 in grades K-6.				
STRATEGY	RTI plan/process implemented school side using student assessment data to determine students who are benchmark, strategic, and intensive in the area of reading for grades K-6 (writing 4-6, math 4-6).				
EVIDENCE OF ACHIEVEMENT	Jefferson will achieve Adequate Yearly Progress in all WASL areas for 2008-09 in grades 3-6. 2009 end of year DIBELS data will show a decrease in percent of students identified as intensive and strategic.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Using the DIBELS reading screener an assessment team will do the fall benchmark screening, results shared with teachers.	Sept. 2008	Building Assessment Team	Teachers, Principal	<input checked="" type="checkbox"/>	
RTI team meets with consultant to review building plan and next steps. Identify student instructional groups for each tier, group.	Sept. 2008	Grade Level Teams, Instructional Team (RTI)	Instructional Team, Principal	<input checked="" type="checkbox"/>	
Progress monitoring completed bi-weekly and monthly for tier 2/3, 3 times a year for all, re-sults used to move students to different tiers.	Oct. 2008 – June 2009	Teachers, Instructional Team	Instructional Team, Principal	<input type="checkbox"/>	On-going
Calendar collaboration time for staff to look at data and determine next steps as well as provide professional development to build skill set.	Oct. 2008 – June 2009	Principal, Instructional Team	Teachers	<input type="checkbox"/>	On-going
Determine/schedule professional development needed to build further understanding/skills of RTI work, site visits to other schools (Portland).	Oct. 2008 – Nov. 2008	Principal, Instructional Team	Principal, Instructional Team	<input checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	CEE EES 2006-07 Parent Survey: 82% of parents see high levels of community/parent involvement. Two parents are members of Site Team. This is their second year; community member is to be added in Sept.				
STRATEGY	Create relevant and personal learning opportunities that focus on the interests of individual students. Invite parent and community involvement and create parent/student opportunities for learning.				
EVIDENCE OF ACHIEVEMENT	2009 CEE EES Parent Survey: 88% of parents see high levels of community/parent involvement; two parents and one community person are members of Site Team.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
CEE survey data used to create and plan for parental/community involvement opportunities that will support student learning.	June 2008/Oct. 2008	Whole Staff	Site Team	<input checked="" type="checkbox"/>	
Site Team is representative of parents and community members.	Oct. 2008 – Nov. 2008	Principal	Site Team	<input checked="" type="checkbox"/>	
Classroom work will be displayed in the hall to show all students’ work. Teachers will display brief explanation and criteria for success.	Sept. 2008 – June 2009	All Teaching Staff	Principal	<input type="checkbox"/>	On-going
“Wolf News” display in front hall will have at least one update per month of teachers’ classroom newsletters.	Sept. 2008 – June 2009	All Staff	Site Team	<input type="checkbox"/>	On-going
Recruit room parent for each classroom. Continue to celebrate good attendance with students/parents at assemblies.	Oct. 2008 – June 2009	Site Team	Principal	<input type="checkbox"/>	No-room parent Yes-attendance
Enrichment clusters, WASL Nights, Reading Strategy Nights, Science Nights, Math Nights, PTO family nights, parenting classes offered.	Oct. 2008 – June 2009	Teaching Staff	Site Team	<input type="checkbox"/>	On-going; no WASL night this year

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$140	September 24, 4-7:00 p.m. in Sequim. OESD training in DIBELS (Using assessment data from DIBELS to design interventions).	Coya Erickson, Michelle Olsen, Hilkka H., Theresa Schmid, Sue Ellen Kraft, Leah Bauman, Marilyn Mattie, and Jeanne Wolfley	<input checked="" type="checkbox"/>
\$160	October 22, 4:00-7:00 p.m. in Sequim. OESD training in using Instructional Templates to Enhance Instruction.	Coya Erickson, Michelle Olsen, Hilkka H., Leah Bauman, Sandra Biasell, Marilyn Mattie, Sue Sherard and Jeanne Wolfley	<input checked="" type="checkbox"/>
\$0	October 23 - OESD DIBELS Presenter working with Jefferson Instructional (RTI) team) no cost for presenter, Evelyn Probert. She will review RTI plan and groups. Subs will cover teachers for release time.	Instructional Team (RTI) as available Christine Chang, Hilkka, Michelle, Theresa S., Marilyn, Rindy, Sue S., Sue Ellen, Jeanne, and Leah	<input checked="" type="checkbox"/>
\$160	November 12, 4:00-7:00 p.m. in Sequim. OESD training Vocabulary Instruction: Teaching Vocabulary to Enhance Comprehension.	Interested staff	<input checked="" type="checkbox"/>
\$340	Book Study Materials: <i>Bringing Words to Life</i> \$19.80 at Amazon.com	All staff	<input checked="" type="checkbox"/>
\$700	4th-6th grade level teams meet in March and June for ½ day to review classroom data in math to plan for interventions and begin planning support model for 2009-2010 school year.	4th-6th grade staff, LST, principal	<input type="checkbox"/>

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$0	Jefferson Building Walkthroughs with Staff (\$600 for 12 ½-day substitutes).	Staff K-6	<input type="checkbox"/>
\$0	Certificated and classified staff participate in Instructional Template Training with Evelyn Probert from OESD Tuesday, January 13, 2009, 2:15-5:15 p.m.. Teachers paid with additional collaboration time.	Classified staff as available (paid from contract professional development time or building funds) All teachers except Jenny Baird and Dean Lancaster 15 teachers	<input checked="" type="checkbox"/>
\$160	The Art of Decoding Multi-Syllabic Words, OESD class with Evelyn Probert in Sequim, Tuesday, January 20, 2009, 4:00-7:00 p.m.	Michelle, Marilyn, Rindy, Sue Ellen, Jeanne, Sandi, Coya, and Hilka	<input checked="" type="checkbox"/>
\$1080	Staff visits to Foothills Elementary in White River School District to view RTI process in math. This school is in their 2nd year of the Bridges curriculum. Substitute costs, plus transportation/hotel/meals.	Michelle Olsen, Christine Chang, Theresa Schmid, Marilyn Mattie, Leah Bauman, Coya Erickson	<input type="checkbox"/>
\$1700	Training on best instructional practices using Houghton Mifflin reading Core. (trainer from CA to work with grade level teams K-1, 2-3, 4-6) Approximate cost: Trainer \$1000, Subs \$700	All classroom teachers	<input type="checkbox"/>
\$248	4th grade teachers collaborating with Franklin 4th grade teachers about strategies to support all writers for ½ day.	2 Jefferson teachers, 3 Franklin teachers (5-1/2 day subs needed \$250)	<input type="checkbox"/>
	Why Try Training? Auburn	1-2 teachers	<input type="checkbox"/>

\$4598 School Staff Development Allocation

✓ Source: School Budget Allocation