



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

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: June DRA shows an increase in % of students meeting standard at 1st/3rd grade. All students were given the DIBELS spring benchmark test. Analysis shows that the correlation between DRA and DIBELS is within 5% points. Strategic students were identified more easily with DIBELS. No sub cost was associated with DIBELS. DRA cost approx. \$1500.

Objective 1.2: Writing assessment data for 5th/6th shows improvement over 2008. Teachers last winter requested professional development about using a curriculum based measure (CBM) as a writing assessment. Training took place on April 22nd. Teachers used the data to quickly identify struggling students. Students set weekly writing goals in 3rd grade. Marked progress was noted.

Objective 1.3:
EOY math scores for K and 1st grade show almost all students meeting standard. 2nd grade shows improvement over 2008 EOY scores. Many of the teachers shared that they were able to go farther with the math curriculum.

Objective 1.4:
All K-6th grade teachers used the FOSS science kits. Kindergarten students were able to go more in-depth with their science learning given their additional time. Every teacher is using the science notebooks. Kindergarten students were able to write very descriptive observations.

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

Objective 1.1: Additional instructional time was needed for 1st and 3rd grade students. (Schedule was changed to build in 30 minutes for 1st grade. 3rd grade students participated in after-school reading program.) Analysis of EOY data shows a need for 2nd grade to continue phonics/word building instruction in Sept./Oct. (1st grade plan of instruction will be shared with 2nd grade teachers.)

Objective 1.2: CBMS not given till spring. (CBMs to be given in fall. Results used with students to set writing goals.) Additional professional development is needed to identify writing interventions to increase students' writing fluency. (Will work with Wayne Calendar in August.) The OSPI writing modules are a writing resource for all 3rd-5th grade teachers. (Training given in Sept.)

Objective 1.3: Students need "RTI" for math. (Program for monitoring to be identified in August.) Students not mastering concepts need additional time for instruction/practice. (After-school programs will focus on math. Time during the day for enrichment/tutorial after unit assessments. Students will retake assessments after the tutorial.) Home practice program for math facts needed.

Objective 1.4: The 4th/5th grade teachers find it difficult to get through all of the lessons in their many kits. (Additional training/support needed to help teachers more efficiently use the kits to maximize student learning.) A local provider of science enrichment for students is needed due to the rising cost of the Pacific Science Center. (The Olympic Park Institute will be contacted.)

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 Staff requests professional development for best instructional practices with Houghton Mifflin...How to use with a whole group and yet provide differentiation. Staff needs one Tuesday each month to review RTI progress. Progress would be shared/documentated using small cards. A comprehension assessment for grades 4 th -6 th will be identified to begin using in the fall.	Objective 1.1: The RTI plan will continue. Changes will be made based on data. Summer school program being used with 18 students and their parents in grades 1 st -5 th . New plans will be written in the fall to reflect WASL and district/building data.
Objective 1.2 Training needed for writing fluency interventions. Training needed for OSPI writing modules for teachers in 3 rd -5 th grades.	Objective 1.2 Action plans will be written in August after review of 2009 WASL writing data.
Objective 1.3: Instructional team will meet in August to begin planning RTI approach for math. Additional training opportunities with Wayne Calendar needed to understand math RTI approach. Replacement core program needed for intensive math students. After school programs will require additional funds. (Jefferson PTO will be asked for support.) Research best home support ideas.	Objective 1.3: The action plans for 09-10 will include RTI for math.
Objective 1.4: Science enrichment is needed for students. (Jefferson PTO will be asked for support. Franklin staff will be asked to share about partnership with with OPI.) 4 th /5 th grade need to have the most critical lessons/essential learnings of each kit identified as time is precious and sometimes limited. (Sandi Biasell, district science leader, will be asked to work with staff.)	Objective 1.4: Action plans for the 09-10 school year will be created after reviewing the 09 WASL data.

Summary Student Internal Accountability System Performance Data to Date (<i>2007-08 is end-of-year data; 2008-09 is year-to-date data</i>)													
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	11.5	96.48%	0	0	0	0
1	0	94.09%	2	0	0	1	1	14	94.62%	2	0	0	0
2	1	94.02%	14	0	0	1	2	17	94.28%	2	0	0	0
3	0	95.02%	7	0	0	0	3	15.5	95.27%	0	0	0	1
4	0	95.03%	14	0	0	1	4	10	95.85%	3	0	0	0
5	0	95.90%	6	0	0	0	5	11	95.32%	8	0	0	1
6	1	93.92%	10	0	0	0	6	16	93.63%	10	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	❖	❖	❖	91%
	1	58%	79%	73%	❖	1	49%	71%/80%	87%	❖
	2	75%	78%	66%	❖	2	65%	69%/69%	65%	❖
	3	86%	89%	80%	50%	3	87%	87%	89%	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	❖	❖	84%	98%
	1	❖	❖	❖	96%	1	❖	❖	❖	100%
	2	❖	❖	❖	62%	2	❖	❖	❖	73%
	3	❖	45%	55%	❖	3	❖	49%	54%	92%
	4	52%	23%	❖	❖	4	16%	30%	WASL	24%
	5	❖	52%	45%	❖	5	❖	50%	65%	46%
6	❖	54%	61%	❖	6	❖	52%	66%	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	90%	90%	❖	❖
	1	90%	90%	85%	❖	1	96%	100%	100%	❖
	2	90%	90%	82%	❖	2	83%	76%	67%	❖
	3	84%	88%	80%	❖	3	83%	79%	85%	❖
	4	80%	82%	80%	❖	4	78%	80%	80%	❖
	5	78%	81%	73%	77%	5	72%	63%	71%	64%
6	71%	78%	76%	74%	6	70%	70%	74%	95%	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2008-09 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • RTI instructional team planning and review of monthly data. (1.1, 1.6, 2.8) • Two technology training days provided by building technology leader. (2.1) • Preview of August Why Try Training provided by Leah Bauman (2.1) • CSIP for 08-09 reviewed and revised (2.1) • Training: Curriculum Based Measures in Writing provided by Ann Nolan (2.8) • DIBELS Benchmark testing training provided to specialists/paras (1.1) • EES data for 2009 reviewed with staff and plans begun for 09-10 CSIP (2.1) • EOY data reviewed (1.1, 1.6, 2.8) • Grade levels reviewed assessment data and planned next instructional steps (2.8) 	<p>Collaboration time is critical for the ongoing professional growth of our staff. The time this year allowed us to more intentionally focus our professional development on our CSIP plans. The focus of the Tuesday time was determined from input given by the instructional and site teams. There was a balance given between grade level collaboration and whole staff. The whole staff time was focused on increasing our instructional skill sets across multiple subject areas. As we plan for next year we will continue to use the time to support RTI reading as well as our upcoming plans for RTI math. We will also focus on our school wide use of the Why Try Curriculum.</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Books and Beyond Home Reading Incentive Program Assembly to give out over 200 medals to students, staff, and parents. (3.1) • High 5 Assemblies for academic improvement, be responsible, and following directions. (3.1) • Orientation held for new Kindergarten students/parents (3.1) • PTO Scholastic Book-fair. (3.1) • Volunteer Luncheon hosted by Jefferson staff (3.1) • 4th/5th grade Homework Club./After School Reading Club/3rd. (3.1) • Summer School Invitations given out to 18 students going into 1st-5th grade. • K-6th music concerts for choral, strings, and band (3.1) 	<p>Jefferson is a community of successful learners. Our success can be connected back to two words: personal relationships. The staff works hard to develop these relationships with students, parents, and community members. Our EES survey data shows clearly that students and parents are feeling supported. Parents do want more opportunities to support their child's learning. We will be working with the Jefferson PTO to plan events that focus both on learning and fun family time. Our Port Angeles community possesses a wealth of learning situations and experiences. We will continue to offer our enrichment clusters and will recruit a variety of learning facilitators from our community.</p>
Summary Analysis of RTI pilot activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Instructional team met monthly to review RTI data, problem solve, and share staff feedback, and identify next professional development steps. (2.1, 2.8) • DIBELS piloted in grades K-6 for reading. (1.1, 2.8) • Progress monitoring ongoing for all strategic and intensive students. (1.1, 2.8) • Spring benchmark completed on June 10-11. (1.1, 2.8) • 3rd grade and 1st grade students, identified as intensive, received additional instructional time for 30-45 minutes a day. (1.1, 2.8) • IDEAS (student assistance team) met for 8 hours to begin reviewing building wide data around DIBELS and other district assessment (1.1, 2.8) • DIBELS testing materials run off and organized to be ready for Fall 2009 (1.1, 2.8) 	<p>Our goal this year was to support every learner with additional enrichment or intervention in reading. This first year has been successful, but we will be using our year long experience along with our data to inform our planning for next year. We have areas that we wish to improve. As we reflected we acknowledged we have learned a lot as instructors and instructional leaders. We are more able to ask the difficult questions and use the answers to design better instruction for our students. We aspire to begin a RTI model in the area of math next year. We know that by working and learning together that we will be able to once again provide additional enrichment and intervention so that every child is a being challenged and supported in the area of math. We look forward to this new time of learning for ourselves and our 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	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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
				<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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	Completed with grades 3-5
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"/>	Used at 4 th . 3 rd /5 th will use in the fall.

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 checked="" type="checkbox"/>	
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"/>	Individual grade levels did interventions (2 nd , 5 th , 6 th)
Use monthly “Looking Ahead in Math” to guide math planning and instruction.	Sept. 2008 – May 2009	Site Team	Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	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 checked="" type="checkbox"/>	
Building science leader will support teachers with their instruction of FOSS Science Kits.	Aug. 2007 – June 2008	Sandi	Principal	<input checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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 checked="" type="checkbox"/>	
Inform families of community resources and help them with access to supplies needed for school, medical care, and transportation.	Sept. 2008 – June 2009	All Staff	Site Team	<input checked="" type="checkbox"/>	
Each month students with perfect attendance will be recognized.	Oct. 2008 – June 2009	Vicki Anderson, Cynthia Bear, Michelle Olsen	Site Team	<input checked="" type="checkbox"/>	
				<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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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 checked="" type="checkbox"/>	.
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"/>	

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, results used to move students to different tiers.	Oct. 2008 – June 2009	Teachers, Instructional Team	Instructional Team, Principal	<input checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>	
“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 checked="" type="checkbox"/>	
Recruit room parent for each classroom. Continue to celebrate good attendance with students/parents at assemblies.	Oct. 2008 – June 2009	Site Team	Principal	<input checked="" 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 checked="" type="checkbox"/>	WASL letter instead of parent night

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 <u>****(Staff will review data in August as whole staff and as Instructional team.)</u>	<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 ****(Time was not available.)	<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 ***(Not able to schedule due to WASL and end of year.)	<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 ***(Working to schedule for August/September 2009)	<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) *(Teachers shared during district grade level meetings.)	<input type="checkbox"/>
\$700	Why Try Training? Auburn	Leah Bauman attended in May. *(Rindy Hainstock/Jeanne Wofley/Sue Ellen Kraft attending in August.)	<input checked="" type="checkbox"/>

\$4,598

School Staff Development Allocation

✓ Source: School Budget Allocation