

Port Angeles School District

Jefferson Elementary School



Continuous
School Improvement Plan
2009-10

Date: October 12, 2009

DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: VISION, MISSION, AND BELIEFS

Define your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: STRATEGIC GOALS

Establish priority goals for improvement based on the district strategic plan.

PART 5: STRATEGIC OBJECTIVES

Establish building-level objectives to meet major goal expectations.

PART 6: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 21.

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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.

PART 10: TECHNOLOGY SUMMARY

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans prof. dev. summary.

PART 11: SUMMARY

Summarize your Continuous School Improvement Plan. Please bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2009. **The final plan is due to the superintendent by September 21, 2009.** Schools will report progress on January 11, 2010, April 12, 2009, and finally for the year on June 18, 2010.

PART 12: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on September 21, 2009.

PART 13: APPENDICES

VISION AND MISSION

Directions: Define your school’s vision. Vision is described as the single most important tool for leading your school. It captures your school’s collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: Jefferson shares the PASD vision: All Port Angeles School District students will reach high standards and graduate prepared with knowledge, skills and abilities to choose a successful future.

Directions: Define your school’s mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization’s vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: Jefferson..... a community where all students, staff and families are successful, valued and connected by the joy of learning.

Directions: Define your school’s beliefs. Beliefs are written statements that capture your school’s shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

Beliefs: Jefferson shares the PASD belief statements. Education is the shared obligation of the student, family, school and community. Education must take place in a safe and caring environment that values high expectations, honesty, trust, and respect. All students must have the opportunity to learn and experience success individually and collectively. All students must feel valued as human beings and successful as learners. Every student is unique and all are capable. All members of the school community have equal dignity and worth. Cultural and social diversity are strengths in an educational environment. Learning is a life-long process. Schools are accountable to the public. Patriotism and citizenship are fundamental to our society. Individual commitment strengthens the entire organization.

DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 3: % of students at each level								
Level 1:			0.0%	2.2%	6.3%	0.0%	0.0%	0%
Level 2:			26.3%	10.9%	12.5%	18%	0.0%	0%
Level 3:			34.2%	21.7%	31.3%	17%	35.9%	25%
Level 4:			39.5%	58.7%	47.9%	65%	64.1%	75%
WASL Reading 3: % Meeting Standard:			73.7%	87.0%	79.2%	82%	100.0%	100%
% Not Meeting Standard:			26.3%	13.0%	20.8%	18%	0.0%	0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 3: % of students at each level								
Level 1:			5.3%	8.7%	10.4%	5%	2.6%	0%
Level 2:			18.4%	10.9%	6.3%	11%	10.3%	9.6%
Level 3:			50.0%	43.5%	52.1%	44%	41.0%	40.4%
Level 4:			26.3%	32.6%	29.2%	40%	46.2%	50%
WASL Math 3: % Meeting Standard:			76.3%	80.4%	81.3%	84%	87.2%	90.4%
% Not Meeting Standard:			23.7%	19.6%	18.8%	16%	12.8%	9.6%

PART 2: DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the READING and WRITING sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 4: % of students at each level								
Level 1:	0.0%	2.3%	0.0%	0.0%	3.6%	0.0%	3.8%	0%
Level 2:	5.9%	4.5%	2.7%	2.3%	8.9%	13%	26.4%	0%
Level 3:	54.9%	52.3%	51.4%	61.4%	37.5%	27%	45.3%	25%
Level 4:	39.2%	40.9%	45.9%	36.4%	46.4%	60%	24.5%	75%
WASL Reading 4: % Meeting Standard:	94.1%	93.2%	97.2%	97.7%	85.7%	87%	69.8%	100%
% Not Meeting Standard:	5.9%	6.8%	2.7%	2.3%	14.3%	13%	30.2%	0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Writing 4: % of students at each skill								
Conventions:	72.5%	86.4%	68.4%	59.1%	92.0%	93%	72.5%	80%
Content, Organization, and Style:	64.7%	52.3%	52.6%	47.7%	66.0%	75%	35.3%	70%
WASL Writing 4: % Meeting Standard:	62.7%	59.1%	57.8%	54.5%	71.4%	76%	50.9%	76%
% Not Meeting Standard:	37.3%	40.9%	42.1%	45.5%	28.6%	24%	49.1%	24%

WASL DATA

Directions: Enter the scores on the MATH and SCIENCE sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 4:								
% of students at each level								
Level 1:	7.8%	11.4%	0.0%	11.6%	12.5%	5.0%	24.5%	5%
Level 2:	19.6%	13.6%	13.2%	11.6%	19.6%	17%	26.4%	8%
Level 3:	39.2%	27.3%	44.7%	30.2%	30.4%	28%	20.8%	37%
Level 4:	33.3%	47.7%	42.1%	46.5%	35.7%	50%	26.4%	50%
WASL Math 4:								
% Meeting Standard:	72.5%	75.0%	86.8%	76.7%	66.1%	78%	49.1%	87%
% Not Meeting Standard:	27.5%	25.0%	13.1 %	23.3%	33.9%	22%	50.9%	13%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Science 5:								
% of students at each level								
Level 1:	22.7%	21.2%	15.4%	5.9%	18.2%	6%	14.0%	10%
Level 2:	40.9%	38.5%	39.4%	32.4%	36.4%	21%	37.2%	31%
Level 3:	36.4%	34.6%	46.2%	58.8%	34.1%	50%	44.2%	39%
Level 4:	0.0%	5.8%	0.0%	2.9%	9.1%	23%	4.7%	20%
WASL Science 5:								
% Meeting Standard:	36.4%	40.4%	46.2%	61.8%	45.5%	73%	48.8%	59%
% Not Meeting Standard:	63.6%	59.6%	53.8%	38.2%	54.5%	27%	51.2%	41%

PART 2: DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 5: % of students at each level								
Level 1:			0.0%	2.9%	2.3%	0.0%	0.0%	0%
Level 2:			15.0%	0.0%	11.4%	0.0%	14.0%	11%
Level 3:			32.5%	50.0%	36.4%	40.0%	32.6%	39%
Level 4:			50.0%	47.1%	50.0%	60.0%	53.5%	50%
WASL Reading 5: % Meeting Standard:			85.0%	97.1%	86.4%	100%	86.0%	89%
% Not Meeting Standard:			15.0%	2.9%	13.6%	0.0%	14.0%	11%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 5: % of students at each level								
Level 1:			15.4%	2.9%	13.6%	0.0%	7.0%	10%
Level 2:			23.1%	8.8%	11.4%	11.0%	18.6%	15%
Level 3:			38.5%	50.0%	43.2%	44.0%	20.9%	23%
Level 4:			23.1%	38.2%	31.8%	45.0%	51.2%	52%
WASL Math 5: % Meeting Standard:			61.5%	88.2%	75.0%	89.0%	74.4%	75%
% Not Meeting Standard:			38.5%	11.8%	25.0%	11.0%	25.6%	25%

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 6: % of students at each level								
Level 1:			0.7%	0.0%	2.2%	0.0%	5.0%	0%
Level 2:			20.9%	0.0%	17.4%	14%	17.5%	10%
Level 3:			56.9%	0.0%	43.5%	33%	55.0%	45%
Level 4:			19.6%	0.0%	37.0%	53%	22.5%	55%
WASL Reading 6: % Meeting Standard:			77.1%	0.0%	80.4%	86%	77.5%	90%
% Not Meeting Standard:			22.9%	0.0%	19.6%	14%	22.5%	10%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 6: % of students at each level								
Level 1:			13.7%	0.0%	19.6%	5%	20.5%	7%
Level 2:			28.8%	0.0%	34.8%	20%	17.9%	18%
Level 3:			32.0%	0.0%	32.6%	35%	33.3%	23%
Level 4:			24.8%	0.0%	13.0%	40%	28.2%	52%
WASL Math 6: % Meeting Standard:			56.9%	0.0%	45.7%	75%	61.5%	75%
% Not Meeting Standard:			43.1%	0.0%	54.3%	25%	38.5%	25%

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 3	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	68.4%	65.7%	n/a	84.2%	68.4%	n/a
2007	76.1%	82.6%	n/a	78.3%	69.6%	n/a
2008 Exp.	79.5%	85.1%	n/a	81.4%	73.9%	n/a
2008	76.1%	80.4%	n/a	63.0%	78.3%	n/a
2009 Exp.	80%	80%	n/a	80%	80%	n/a
2009	94.9%	92.3%				
2010 Exp.						

Instructional Implications (including reference to applicable Action Plan): 3/3 special ed. students at standard, no gender gap. Students scored lower in analyze/interpret. 64% of students scored level 4.

Students will continue to use the National Geographic magazines while also using the WASL stems. The instructional core focus using Houghton Mifflin will be comprehension, vocabulary, and grammar. All students will be given a second dose of instruction during RTI time. The monthly school wide focus on comprehension strategies will link all subject areas and grade levels. Students will know and be able to use the school wide strategies for multiple choice and short answer questions. Teachers will post strategies in the classroom. Students will participate in a variety of reading opportunities during the day outside of the core and RTI time (examples: shared reading, AR reading, buddy reading, independent reading, fluency readings with volunteers, and reading across curriculum areas.

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 4	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	94.5%	100%	n/a	86.4%	89.1 %	n/a
2007	81.8%	81.8%	n/a	68.2 %	70.5%	n/a
2008 Exp.	84.4%	84.4	n/a	72.7%	74.7%	n/a
2008	81.1%	77.4%	n/a	81.1%	86.8%	n/a
2009 Exp.	82%	80%	n/a	80%	80%	n/a
2009	69.2%	71.2%				
2010 Exp.						

Instructional Implications (including reference to applicable Action Plan): 7/11 special ed. students met standard. A gender gap exists favoring females by 6.4%. 7/16 students who did not pass WASL did pass the 3rd grade WASL and of those 4/7=bubble students. 17 new students. 14/17 new students passed WASL. Read 180 was not effective for intensive students. **Students coming into 4th grade this year are** strong readers based on 3rd grade WASL. Teachers will continue to use a variety of non-fiction materials along with the WASL stems. Every student will participate in the Houghton Mifflin Core reading program. In addition, students will receive 45 minutes of additional instruction (RTI) at their instructional level. The monthly school wide focus on comprehension strategies will link all subject areas and grade levels. Students will know and be able to use the school wide strategies for multiple choice and short answer questions. Teachers will post strategies in the classroom.

PART 2: DATA ANALYSIS

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 5	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	74.3%	87.1%	n/a	76.9%	84.6	n/a
2007	70.6%	76.5%	n/a	85.3%	88.3%	n/a
2008 Exp.	74.6%	79.8%	n/a	87.4%	90.0%	n/a
2008	69.0%	81.0%	n/a	85.7%	85.7%	n/a
2009 Exp.	74.6%	83%	n/a	87.4%	90%	n/a
2009	81.8%	81.8%				
2010 Exp.						

Instructional Implications (including reference to applicable Action Plan): 2/3 special ed. students met standard. No students at level 1. 3.5% increase of level 4s. 5th grade students, over the last four years have had 80% or more pass the WASL. **Based on 4th grade WASL scores** the grade level team will use assessment scores to design effective interventions for RTI time as well as identify best ways to differentiate within the classroom. Students will all receive core reading instruction with a focus on vocabulary, comprehension and grammar. Students who are struggling will receive an additional 45 minutes of intervention. Intensive students to use Reading Mastery. Read 180 is program for strategic students, based on data. Progress monitoring will take place weekly for students who are intensive. RTI team will meet monthly to review data and adjust instruction. Student learning plans will be created with parents so that support is given to students at home and at school. Second dose of literacy support to follow RTI time in the am.

PART 2: DATA ANALYSIS

WASL READING ACHIEVEMENT PROFILE

*NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 6	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	71.3%	71.3%	73.3%	68.0%	64.0%	80.7%
2007	0.0%	0.0%	n/a	0.0%	0.0%	n/a
2008 Exp.	73.0%	77.0%	n/a	85.0%	90.0%	n/a
2008	78.3%	84.8%	69.6%	71.7%	78.3%	73.9%
2009 Exp.	83%	88%	71%	77%	83%	78.9%
2009	60.5%	69.8%	79.1%			
2010 Exp.						

Instructional Implications (including reference to applicable Action Plan): 2 students at level one. 77.5% at standard. Gender gap for boys (2008)32.2% (2009)20%. Students were most successful in critical thinking. Comprehension of text at 60.5%. Three students did not pass who passed in 5th grade. Six students at level 4 in 5th grade to level 3 this year. One student increased from level 3 to level 4 this year. **The 6th grade group coming in has had at least 80% of students meet standard since 4th grade.** Classroom instruction with HM core curriculum focusing on comprehension, vocabulary, and grammar along with RTI support. Students will use the National Geographic magazine along with WASL stems. Students will spend additional time reading. AR can be used to support comprehension. The monthly school wide focus on comprehension strategies will link all subject areas and grade levels. Students will know and be able to use the school wide strategies for multiple choice and short answer questions. Teachers will post strategies in the classroom.

WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 3	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	84.2%	68.4%	65.7%	60.5%	68.4%	57.8%	86.8%	65.7%
2007	68.9%	71.1%	82.2%	66.7%	75.6%	73.3%	88.9%	71.1%
2008 Exp.	75.0%	73.0%	84.0%	68.0%	77.0%	75.0%	90.0%	72.0%
2008	67.4%	71.7%	69.6%	65.2%	78.3%	73.9%	67.4%	65.2%
2009 Exp.	75%	73%	84%	68%	81%	77%	75%	72%
2009	86.8%					78.9%		
2010 Exp.								

Instructional Implications (including reference to applicable Action Plan): Overall increase from 81.3% to 87.2%, Gender gap for females of 10%, 2/3 special ed. students met standard. An area of strength is number sense which was at 86.8%. Area of challenge is problem solving at 78.9%. One student at level one. 46.2% at level 4 which is increase of 17%.

Teachers will begin year three with the Bridges Curriculum which will include supplements that are aligned to the math standards. New math standards will be reviewed as a team and shared with parents at open house and conferences. Teachers will begin the year with a pre-assessment to identify areas of focus for groups of students. All components of Number Corner will be used. Grade level team will meet on regular basis to align pacing of instruction so that interventions/enrichments can be implemented as a whole grade level. School wide test taking strategies will be taught, reviewed, and posted.

WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 4	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	57.9%	42.1%	81.6%	71.1%	81.6%	68.4%	100%	68.4%
2007	53.5%	55.8%	81.4%	69.8%	44.2%	79.1%	76.7%	37.2 %
2008 Exp.	75.0%	73.0%	82.0%	70.0%	77.0%	75.0%	80.0%	72.9%
2008	56.9%	72.5%	78.4%	35.3%	51.0%	70.6%	68.6%	74.5%
2009 Exp.	70%	73%	76%	70%	70%	75%	70%	72.9%
2009	46.0%					40.0%		
2010 Exp.								

Instructional Implications (including reference to applicable Action Plan): 49.1% met standard (lowest since 2002), 3/11 special ed. students met standard, Gender gap of 21% for female students. **Based on 3rd grade data** showing 87% at standard students are coming in with strong skills. However, given the new math standards this year 4th grade students will need to have mastery of fractions, decimals, and two-digit multiplication. New standards will be shared with parents at open house and conferences. Teachers will be use assessments to determine gaps in understanding. 3rd grade data shows 2/3 special ed. students met standard. Teachers will work with resource room teacher to coordinate math support. Teachers will supplement the math curr. by using ADD math for daily reinforcement of computational and problem solving skills . Homework will not only be a review of daily lessons, but will include ongoing review of previously taught concepts so students retain understanding throughout the school year. School wide test taking strategies will be taught, reviewed, and posted.

WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: "Content" and "Process"*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	52.6%	68.4%	73.6%	44.7%	57.8%	50%	52.6%	68.4%
2007	79.4%	64.7%	64.7%	70.6%	58.8%	82.4%	85.3%	73.5%
2008 Exp.	80.0%	69.7%	84.2%	75.1%	65.0%	84.9%	87.4%	77.3%
2008	69.0%	59.5%	61.9%	66.7%	76.2%	81.0%	83.3%	66.7%
2009 Exp.	70%	71%	75%	55%	75%	80%	80%	74%
2009	73.8%					76.2%		
2010 Exp.								

Instructional Implications (including reference to applicable Action Plan): 74.4% met standard, 1/3 special ed. met standard, 20% increase of students at level four, three students at level one. Students are showing increase in number sense. Gender gap for females of 15%. New standards will be shared with parents at open house and conferences. Based on 4th grade strand data math needs close attention; by using assessments to identify gaps followed by a creation of an intervention plan. After school math support maybe an option to consider for re-teaching the day’s lesson. 5th will pilot with 4th a weekly intervention time to work on id. gaps. Homework will not only be a review of daily lessons, but will include ongoing review of previously taught concepts so students retain understanding throughout the school year. School wide test taking strategies will be taught, reviewed, and posted. Intervention time will take place with 5th grade on a weekly basis.

WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 6	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	60.7%	50.7%	43.3%	48.7%	48.0%	54.7%	50.7%	78.7%
2007	62.4%	46.1%	65.2%	46.5%	58.5%	42.6%	54.3%	43.3%
2008 Exp.	80.0%	69.7%	84.2%	75.1%	65.0%	84.9%	87.4%	77.3%
2008	37.8%	57.8%	37.8%	62.2%	60.0%	64.4%	60.0%	28.9%
2009 Exp.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2009	48.8%					65.9%		
2010 Exp.								

Instructional Implications (including reference to applicable Action Plan): 61.5% at standard (15.8% increase), 1/2 special ed. met standard. No gender gap. Number sense was the lowest area, but higher than last year (37.8%). **5th grade data** shows that about 75% of the students are coming in with skills at standard in number sense and problem solving. Data shows 1 of 3 special ed. students met standard. There is a 15% gender gap for females so strategies will need to be used to engage all students, but especially the girls. Teachers will work with RTI team to design interventions/enrichment for students. Test talks will be done with students after the winter benchmark to clearly identify next teaching steps. School wide test taking strategies will be taught, reviewed, and posted.

WASL SCIENCE ACHIEVEMENT PROFILE

Directions: Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Science Content				
	Properties of Systems	Structure of Systems	Changes in Systems	Inquiry in Science	Designing Solutions
2005 – Jefferson	18.9%	52.8%	37.7%	52.8%	39.6%
	Systems	Inquiry	Application		
2006 – State	37.3%	34.8%	41.6%		
2006 – Jefferson	39.4%	36.8%	44.7%		
2007 – State	34.3%	32.5%	40.5%	n/a	n/a
2007 – Jefferson	50.0%	44.1%	52.9%	n/a	n/a
2008 – State	38.2%	45.2%	48.0%	n/a	n/a
2008 – Jefferson	38.1%	52.4%	50.0%	n/a	n/a
2009 Exp.	52%	48%	55%	n/a	n/a
2009	56.8%	40.9%	38.6%		
2010 Exp.					

Instructional Implications (including reference to applicable Action Plan): Increase of 18.7% in properties of systems, No gender gap (31% last year), 48.8% at standard, 4.2% decrease in level one. Plans: Continue with note-booking across all grade levels, and identify what types of questions/content correlate with structure and change of systems so that instruction can be more intentional in those areas. Review science grade level standards so that all staff is clear on targets. Coach students on test taking strategies similar to the math/reading. Begin to try and identify whether students are not understanding content or procedures when taking science assessment.

WASL GENDER DISAGGREGATION DATA

Directions: Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 3 READING							GRADE 3 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		80.0	81.8%	76.9%	88%	100%	100%		80.0%	81.8%	80.8%	83%	93.3%	85%
Female		66.7	91.7%	81.8%	88%	100%	100%		72.2%	75.0%	81.8%	83%	83.3%	85%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	96.2	93.8	95.2%	87.5%	90%	66.7%	100%	80.8%	93.8%	80.0%	65.6%	80%	59.3%	85%
Female	92.0	100%	100%	83.3%	90%	73.1%	100%	64.0%	81.8%	73.9%	66.7%	80%	38.5%	85%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	57.7	52.9	42.9%	68.8%	78%	37.0%	78%		31.3%	80.0%	30.4%	68%	48.0%	70%
Female	68.0	63.6	65.2%	75.0%	78%	65.4%	78%		56.5%	47.4%	61.9%	68%	50.0%	70%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		70.6	93.3%	78.3%	96%	88.0%	89%		50.0%	93.3%	69.6%	89%	68.0%	75%
Female		95.7	100%	95.2%	96%	83.3%	89%		69.6%	84.2%	81.0%	89%	83.3%	75%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		69.9	0.0%	63.6%	86%	68.2%	89%		49.3%	0.0%	31.8%	75%	61.9%	75%
Female		83.8	0.0%	95.8%	86%	88.9%	89%		63.8%	0.0%	58.3%	75%	61.1%	75%

PART 2: DATA ANALYSIS

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 3	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target me/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	48	88%	79.2%	48	100.0%	48	48	82.9%	81.3%	48	90%	43
American Indian	1	88%	n<10	2	100.0%	n<10	1	82.9%	n<10	2	90%	n<10
Asian/Pacific Islander	0	88%	n<10	1	100.0%	n<10	0	82.9%	n<10	1	90%	n<10
Black	0	88%	n<10	2	100.0%	n<10	0	82.9%	n<10	2	90%	n<10
Hispanic	3	88%	n<10	3	100.0%	n<10	3	82.9%	n<10	3	90%	n<10
White	43	88%	81.4%	40	100%	40	43	82.9%	83.7%	40	90%	36
Male	26	88%	76.9%	25	100.0%	25	26	82.9%	80.8%	25	90%	22
Female	22	88%	81.8%	23	100.0%	23	22	82.9%	81.8%	23	90%	21
Disabled	7	88%	n<10	6	n<10	n<10	7	82.9%	n<10	6	90%	n<10
LEP	0	88%	n<10	1	n<10	n<10	0	82.9%	n<10	1	90%	n<10
Low SES	25	88%	80.0%	27	100.0%	27	25	82.9%	84.0%	27	90%	24

PART 2: DATA ANALYSIS

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 4	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Head- count	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	56	100%	85.7%	41	90%	36	56	80%	66.1%	41	70%	28
American Indian	6	100%	n<10	2	90%	n<10	6	80%	n<10	2	70%	n<10
Asian/Pacific Islander	3	100%	n<10	0	90%	n<10	3	80%	n<10	0	70%	n<10
Black	1	100%	n<10	3	90%	n<10	1	80%	n<10	3	70%	n<10
Hispanic	2	100%	n<10	2	90%	n<10	2	80%	n<10	2	70%	n<10
White	44	100%	88.6%	33	90%	30	44	80%	65.9%	33	70%	21
Male	32	100%	87.5%	19	90%	17	32	80%	65.6%	19	70%	13
Female	24	100%	83.3%	22	90%	20	24	80%	66.7%	22	70%	15
Disabled	7	100%	n<10	5	90%	n<10	7	80%	n<10	5	70%	n<10
LEP	1	100%	n<10	2	90%	n<10	1	80%	n<10	2	70%	n<10
Low SES	32	100%	84.4%	22	90%	20	32	80%	59.4%	22	70%	15

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 5	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	44	100%	86.4%	56	90%	50	44	89%	75.0%	56	80%	45
American Indian	4	100%	n<10	0	90%	n<10	4	89%	n<10	0	80%	n<10
Asian/Pacific Islander	2	100%	n<10	0	90%	n<10	2	89%	n<10	0	80%	n<10
Black	2	100%	n<10	0	90%	n<10	2	89%	n<10	0	80%	n<10
Hispanic	0	100%	0.0%	3	90%	n<10	0	89%	0.0%	3	80%	n<10
White	36	100%	88.9%	51	90%	45	36	89%	75.0%	51	80%	41
Male	23	100%	78.3%	33	90%	30	23	89%	69.6%	33	80%	26
Female	21	100%	95.2%	23	90%	21	21	89%	81.0%	23	80%	18
Disabled	6	100%	n<10	9	90%	n<10	6	89%	n<10	9	80%	n<10
LEP	0	100%	0.0%	1	90%	n<10	0	89%	0.0%	1	80%	n<10
Low SES	24	100%	75.0%	33	90%	30	24	89%	66.7%	33	80%	26

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 6	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	46	95%	80.4%	46	90%	41	46	80%	45.7%	46	75%	34
American Indian	2	95%	n<10	6	90%	n<10	2	80%	n<10	6	75%	n<10
Asian/Pacific Islander	0	95%	n<10	2	90%	n<10	0	80%	n<10	2	75%	n<10
Black	1	95%	n<10	1	90%	n<10	1	80%	n<10	1	75%	n<10
Hispanic	3	95%	n<10	2	90%	n<10	3	80%	n<10	2	75%	n<10
White	38	95%	84.2%	35	90%	31	38	80%	52.6%	35	75%	26
Male	22	95%	63.6%	29	90%	26	22	80%	31.8%	29	75%	22
Female	24	95%	95.8%	17	90%	15	24	80%	58.3%	17	75%	13
Disabled	2	95%	n<10	5	90%	n<10	2	80%	n<10	5	75%	n<10
LEP	0	95%	n<10	0	90%	n<10	0	80%	n<10	0	75%	n<10
Low SES	23	95%	73.9%	31	90%	28	23	80%	47.8%	31	75%	23

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2005	2007	2009 Exp.	2009	2010 Exp.		2005	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	85%	85%	90%	<u>91%</u>	93%	Frequent Monitoring of Teaching and Learning	83%	80%	85%	68%	85%
Effective School Leadership	87%	89%	95%	<u>89%</u>	95%	Focused Professional Development	66%	68%	75%	<u>71%</u>	75%
High Standards & Expectations	69%	71%	75%	56%	75%	Curric., Instruct., and Assess. Aligned with Standards	72%	74%	80%	72%	77%
High Levels of Collaboration and Communication	64%	69%	75%	<u>73%</u>	77%	High Levels of Community & Parent Involvement	73%	75%	80%	72%	80%
Supportive Learning Environment	85%	83%	87%	80%	87%	Staff Willingness to Change	100%	98%	100%	<u>100%</u>	100%

PART 2: DATA ANALYSIS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	77%	85%	<u>79%</u>	85%	Frequent Monitoring of Teaching and Learning	84%	90%	78%	90%
Effective School Leadership	92%	95%	84%	95%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	93%	95%	89%	95%	Curric., Instruct., and Assess. Aligned with Standards	88%	90%	80%	90%
High Levels of Collaboration and Communication	87%	90%	82%	90%	High Levels of Community & Parent Involvement	82%	90%	75%	90%
Supportive Learning Environment	88%	90%	82%	90%	Staff Willingness to Change	❖	❖	❖	❖

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	84%	85%	75%	85%	Frequent Monitoring of Teaching and Learning	83%	88%	75%	88%
Effective School Leadership	83%	90%	68%	90%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	96%	100%	91%	95%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖
High Levels of Collaboration and Communication	76%	80%	69%	80%	High Levels of Community & Parent Involvement	73%	80%	65%	80%
Supportive Learning Environment	83%	88%	71%	88%	Staff Willingness to Change	❖	❖	❖	❖

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2008-2009					Expected Results for 2009-2010				
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	Jan/Mar DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	91%	K	❖	❖	❖	❖
	1	49%	71%80%	87%	❖	1	60%	75%	90%	❖
	2	65%	69%69%	65%	❖	2	80%	85%	90%	❖
	3	87%	87%	89%	79%	3	68%	80%	❖	75%
	4	78%	84%	❖	71%	4	85%	95%	❖	90%
	5	89%	89%	❖	96%	5	84%	90%	❖	85%
6	84%	86%	❖	50%	6	90%	95%	❖	90%	
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	❖	❖	84%	98%	K	❖	❖	❖	100%
	1	❖	❖	❖	100%	1	❖	❖	❖	100%
	2	❖	❖	❖	73%	2	❖	❖	❖	100%
	3	❖	49%	60%	92%	3	❖	55%	65%	85%
	4	16%	30%	WASL	24%	4	65%	75%	MSP	85%
	5	❖	50%	65%	46%	5	❖	60%	70%	60%
6	❖	52%	66%	47%	6	❖	65%	80%	60%	
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	96%	100%	100%	❖	1	95%	100%	100%	❖
	2	83%	76%	67%	❖	2	85%	80%	80%	❖
	3	83%	79%	85%	❖	3	85%	85%	85%	❖
	4	78%	80%	80%	❖	4	85%	85%	85%	❖
	5	72%	63%	71%	64%	5	85%	85%	85%	85%
6	70%	70%	74%	95%	6	85%	85%	85%	85%	

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (EOY)						
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	1
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	0
6	1	93.92%	10	0	0	0	6	7.5	94.45%	5	0	0	0

Instructional Implications (including reference to applicable Action Plan): The goal is to have all grade levels at an average daily attendance of 96%. Attendance improved as compared to last year (94.57%). We went up to 95.17% attending daily. The increase of unexcused absences is due to the enforcement of district attendance policy. Fewer suspensions due to fewer office referrals, use of in-school suspensions, and use of natural consequences.

Students will be recognized on a monthly for perfect attendance. Students who have unexcused absences will be creating an attendance plan with parents/school. A revised behavior program is in place to improve student behavior. The revisions focus on students' changing their behavior and not just consequences. Teacher buddy rooms will be used as a way to lessen discipline referrals to the office. 6th grade teachers implementing Why Try curriculum. Other grade levels doing different strategies of Why Try.

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the WASL, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p><u>Reading</u> 3rd grade: 100% 3/3 special ed. students met standard, 64% scored at level 4. 4th grade: 7/11 special ed. students met standard. 5th grade: 86% at standard, 2/3 special ed. met standard, 3.5% increase in level 4, 0 student at level one 6th grade: 77.5% at standard, 37% at level 4, 2 students at level one, 2/3 special ed. met standard.</p> <p><u>Writing</u> 72.5% met standard in conventions</p> <p><u>Math</u> 3rd grade: Overall increase from 81.3% to 87.2%, 46.2% at level 4 (increase of 17%), 1 student at level 1, 86.6% at standard in number sense, 2/3 special ed met standard. 5th grade: 74.4% met standard, 20% increase at level 4, 3 students at level 1. 6th grade: 61.5% at standard (increase of 15.8%), no gender gap</p> <p><u>Science</u> 48.8% at standard, 4.2% decrease in level 1, increase of 18.7% in properties of systems, No gender gap.</p> <p><u>Other:</u> Average daily attendance to 95.17% from 94.57%, Suspensions decreased from 53 to 17, Books and Beyond pages read: over 1 million pages. <u>CEES Data</u> (students): 91% high standards/expectations, (parents) 89% high standards/expectations, (staff) 100% staff willingness to change, 91% clear/shared focus, 89% effective school leadership</p>	<p><u>Reading</u> Gender gap for boys is increasing as they move up in grades (3rd-0% to 6th-20% for 2009 6th grade. 3rd grade: Students scored lower in analyze/interpret. 4th grade: 69.8% at standard (lowest since 1997), 7.4% gender gap for boys. 5th grade: 2/4 special ed. met standard. 6th grade: 20% gender gap for boys, 22.5% not at standard. (1.1, 2.8)</p> <p><u>Writing</u> 49.1% not at standard, 35.3% at standard in COS, Gender gap for boys of 28.4% (1.2)</p> <p><u>Math</u> 3rd grade: 10% gender gap for females, 4th grade: 50.9% not at standard, 3/11 special ed. met standard, Gender gap of 21% for females. 5th grade: 25.6% not at standard, 1/3 special ed. met standard, 15% gender gap for girls. 6th grade: 38.5% not at standard, 1/2 special ed. met standard. (1.3)</p> <p><u>Science</u> 51.2% not at standard, Structure of and Changes in Systems are lowest strand areas (1.4)</p> <p><u>CEES Data:</u> (students): 65% high levels community/parent involvement, 68% effective leadership 71% supportive learning environment (parents): 75% high levels community/parent involvement, 78% frequent monitoring of teaching/learning. (staff): 56% high standards/expectations, 71% focused professional development, 68% frequent Monitoring of teaching/learning, 72% high levels of community/parent involvement. (1.5, 1.6, 2.1, 2.8, 3.1)</p>

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement

PART 4: STRATEGIC GOALS

STRATEGIC GOALS FOR 2008-09

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
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.
GOAL 3	Parents and community partners support and enhance the education of children.

STRATEGIC OBJECTIVES FOR 2008-09

Directions: Please list the building level objectives which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
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.
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.
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.
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.
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.

PART 5: STRATEGIC OBJECTIVES

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.
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.
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.
Objective 2.4	By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.
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.
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.

ACTION PLAN

Directions:

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
OBJECTIVE 1.6	By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	No (comments)
Identify dates for conferences	Aug. 2003	M. Reid	SIT, Dept. Chairs		
Identify staff to hold conferences	Aug. 2003	M. Reid	SIT, Dept. Chairs		
Identify students to conference (9/10th)	Aug. 2003	SLCC	SIT, Dept. Chairs		
Hold conferences	Sep. 2003 – Jan. 2004	Identified Staff	SIT, Dept. Chairs		
Identify frequency of conf., annual?	Oct. 2003	SLCC	SIT, Dept. Chairs		

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	% at standard on WASL 3 rd grade: 100%, 4 th : 69.8%, 5 th :86%, 6 th : 77.5% DRA: 1 st : 87%, 2 nd :65%, and K (sounds 91% and blending 86%)				
STRATEGY	We will use data from school wide Dibel’s assessment and district assessments to design interventions for all students (RTI). The core reading curriculum will be taught with fidelity at each grade level according to the written plan				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2010 MSP. Progress will be 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. 2009 – Sep. 2009	All Staff	Principal	<input type="checkbox"/>	
Focus on informational text k-6th using <i>National Geographic</i> along with monthly focus on comprehension strategies	Sep. 2009 – June 2010	All Staff	Principal	<input type="checkbox"/>	
Continue RTI plan school wide (benchmark assess., progress monitoring, monthly team meetings to review data/adjust instruction)	Sept. 2009-June 2010	All Staff	Principal	<input type="checkbox"/>	
Teach, review and post school wide test taking strategies with students in grades 3 rd -6th	Oct. 2009-May 2010	All Staff	Principal	<input type="checkbox"/>	
Review use of WASL stems as applicable to the MSP	Nov. 2009-Dec. 2009	All Staff	Instructional team	<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	4th Writing WASL: 50.9% at standard. 35.3% standard in COS, 72.5% standard in conventions Spring 2009: 3rd writing: 54% , 28.4% gender gap for boys				
STRATEGY	Continue to identify and use best instructional writing practices with grades 3 rd -6 th using writing CBMs to identify struggling students and to track fluency progress.				
EVIDENCE OF ACHIEVEMENT	76% of students in 4 th grade will meet standard on the 2010 MSP. 75% of students will meet standard in COS on the 2010 WASL. Spring 2010: 65% of 3 rd grade students at standard on EOY writing assessment, close gender gap to 0%				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Review school data along with district data to identify schools that showed increase in writing , invite teachers from other PA schools to share strategies with staff at Jefferson.	Sept 2009 – Nov. 2009	All Staff	Instructional team	<input type="checkbox"/>	
Use OSPI modules in 3 rd -5 th grade classes to support students understanding elaboration and brainstorming.	Sep. 2009– April 2010	3rd-5th Grade Teachers	Principal	<input type="checkbox"/>	
Identify writing strategies to help students organize their writing .	Oct. 2009 – Dec. 2009	All Staff	Principal	<input type="checkbox"/>	
Use writing CBMs at grades 3-6, use results to plan instruction/intervention as classroom or grade level using small groups, track progress	Sept. 2009-June 2010	3rd-6 th grade teachers	Instructional team	<input type="checkbox"/>	
Identify School-wide book study and use new learning to guide instruction.	Jan. 2010-February 2010	All Staff	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 2009 WASL: 3 rd : 87.2%, 4 th : 49.1%, 5 th : 74.4%, 6 th : 61.5%. EOY K at standard: 96%, 1st at standard 100%, EOY 2nd at standard: 73%				
STRATEGY	Identify and use best instructional math strategies to support ongoing implementation of math curriculum				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2010 MSP. EOY 1st 100%, EOY 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. 2009 – Sept. 2009	All Staff	Principal	<input type="checkbox"/>	
Review new math standards as grade level team and share information with parents.	Sep. 2008 – January 2009	Certificated staff	Principal	<input type="checkbox"/>	
Continue to not have any pullouts during Number Corner. Do as many components of Number Corner as possible.	Sept. 2009 – June 2010	Certificated staff	All Staff	<input type="checkbox"/>	
Pilot math benchmark and progress monitoring assessments (math alert or AIMS web)	Oct. 2009-June 2010	4 th -5 th grade teachers/Instructional team	Instructional team	<input type="checkbox"/>	
Pilot RTI math (interventions/enrichments) for grades 4-5	Oct. 2009 – June 2010	4 th -5 th grade teachers/Instructional team	Instructional team	<input type="checkbox"/>	
ID Washington state elementary school using RTI model for math/schedule visit or conference call to learn about resources/schedules/strategies	Oct. 2009	Instructional team	Instructional team	<input 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	48.8% of 5th grade students met standard on 2009 Science WASL				
STRATEGY	All staff will teach assigned Foss Science kits as indicated by the district/building schedule.				
EVIDENCE OF ACHIEVEMENT	Students in grade 5 will meet AYP standards on the 2010 Science MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
All staff follow schedule to instruct grade level science kits. 1 st grade insect kit will be included..	Sep. 2009– June 2010	All Teachers	Principal	<input type="checkbox"/>	
Building science leader will support teachers with their instruction of FOSS Science Kits.	Sept. 2009 – June 2010	Sandi	Principal	<input type="checkbox"/>	
Teachers will use the science notebook strategy.	Sep. 2009– June 2010	All Teachers	Principal	<input 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. 2009-June 2010	K-6 Teachers and Special Education Teachers	Principal	<input type="checkbox"/>	
Teachers will use one Tuesday a trimester to review student work, assessments, and standard. Release items will be shared to show clear target	Nov. 2009-June 2010	K-6 Teachers and Special Education Teachers	Instructional team	<input type="checkbox"/>	

ACTION PLAN

GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
OBJECTIVE 1.5	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 2008-2009 school year was 95.17%, up from 94.57% .				
STRATEGY	Frequent communication with parents about supporting consistent attendance for their child. Use of Why Try at 6 th grade with other grade levels implementing strategies as appropriate to grade level.				
EVIDENCE OF ACHIEVEMENT	Jefferson’s average daily attendance for 2009-2010 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.	Sep. 2009– June 2010	Vicki Anderson, Cynthia Bear, Michelle Olsen	Site Team	<input type="checkbox"/>	
Inform families of community resources and help them with access to supplies needed for school, medical care, and transportation.	Sept. 2009-June 2010	All staff	Site Team	<input type="checkbox"/>	
Each month students with perfect attendance will be recognized.	Oct. 2009-June 2010	Vicki Anderson, Cynthia Bear, Michelle Olsen	Site Team	<input type="checkbox"/>	
6 th grade implementing Why Try. Why Try emphasized at whole school assemblies, classroom teachers using Why Try strategies as needed	Sept. 2009-June 2010	Cert. staff	Instructional team	<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	CEES in 2009 shows that 71% of staff feel there is a willingness to address conflict in our school				
STRATEGY	Create more opportunities for building trustful and caring relationships where together we use collaboration and shared decision making to solve problems and improve student learning.				
EVIDENCE OF ACHIEVEMENT	Increase 2010 data to 85% of staff who feel there is a willingness to address conflict in our school				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review CEES data, identifying challenging areas, develop plan/strategy to promote positive change, and come together to revise Jefferson shared values for 09-10 school year	Sept. 2009-October 2009	Principal/Instructional team	All Staff	<input type="checkbox"/>	
Grade level meetings around RTI will occur on a regular basis once a month during Tuesday collaboration time	Oct. 2009-June 2010	Principal	Instructional team	<input type="checkbox"/>	
Classified staff included in professional development as possible. Para meetings held monthly.	August 2008 – June 2009	Staff	Site Team	<input type="checkbox"/>	
Principal will meet with grade levels and specialists on a regular basis to monitor student progress and teacher needs/feedback.	Oct. 2009 – June 2010	Principal	Instructional team	<input type="checkbox"/>	
Sunshine Committee will continue to recognize all staff birthdays, schedule monthly luncheons, and schedule outside activities (bowling, Pictionary, etc.).	Sep. 2009 – June 2010	Sunshine Committee	All Staff	<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	2009 CEES survey on focused professional development shows 71% agree that PD is aligned with the school/district focus, objectives, is ongoing and based on areas/topics of high need.				
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 2010 CEES survey for focused professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Jefferson's instructional team will plan PD that is aligned with CSIP focus.	Sept 2009-Oct. 2009	Michelle	Whole staff	<input type="checkbox"/>	
Instructional team will collaborate with principal to create and review Tuesday collaboration schedule that targets CSIP action plans.	Sept. 2009	Instructional team	Principal	<input type="checkbox"/>	
Specialists (early childhood, speech, music, physical education) will collaborate one Tuesday a month (2 nd Tuesday as needed). District grade level meetings at least once a year.	Oct. 2009 – June 2010	Specialists, teachers	Principal, Assistant Superintendent, Elementary Principals	<input type="checkbox"/>	
Whole staff collaboration will occur the first Tues. of each month beginning October. 2 nd Tuesday will be grade levels. 3 rd Tues will be whole staff with RTI focus. 4 th Tuesday grade levels will collaborate to improve instruction with a focus on connecting to CSIP plans. Meeting notes will be kept in a notebook.	Oct. 2000 – June 2010	All Staff	Principal, Site Team	<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 2.2 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	Each classroom has 2-6 station computer lab, elmo, box-lite, scanner, and internet access. The wireless lab has been split to support two 14 student labs in each commons area.				
STRATEGY	Set up the conditions and expectations of technology being used as a tool by all staff/ students and provide professional development.				
EVIDENCE OF ACHIEVEMENT	Staff and students will use a variety of technology tools and programs to support their teaching and learning across the curriculum at each grade level.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Staff self assessment of PD needs in technology. Teachers assess students to id technology strengths and needs as related to standards.	Oct. 2009	Tech. coordinator	Principal/site team	<input type="checkbox"/>	
PD will be offered one time per trimester, and as needed to respond to teacher needs/requests.	Oct. 2009-June 2010	Tech. coordinator	Principal/site team	<input type="checkbox"/>	
Software programs used throughout the building will be identified by classroom/grade level. Program needs identified.	Oct. 2009	Tech coordinator	Principal/site team	<input type="checkbox"/>	
All students will use tech as a tool. (Accelerated Reader, Word, Powerpoint, Excel, Type to Learn)	Oct. 2009-June 2010	Classroom teachers, tech coordinator	Site team	<input type="checkbox"/>	
School web site will be maintained by building tech and will be updated monthly.	Sept. 2009-June 2010	Tech coordinator	Principal/site team	<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 2.4 By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.

DATA ANALYSIS	The district currently does not have approved, coherent K-12 life skills standards and supplementary curriculum in place to ensure that all students have marketable skills when they leave the district.				
STRATEGY	A district Life Skills Task Force will be established to survey existing life skills instruction, research life skills standards and material, and develop coherent K-12 life skills standards for school board approval.				
EVIDENCE OF ACHIEVEMENT	School board approval of coherent K-12 life skills standards and supplementary instructional materials.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Continue instruction of Life Skills curriculum at 6 th grade level	Oct. 2009-April 2010	6 th grade teachers/	Principal	<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input 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 2.8 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 a RTI team (instructional team) and is in year two having tiered interventions in the area of reading for 2009-2010 in grades K-6 th .				
STRATEGY	RTI plan/process implemented school wide using student assessment data to determine students who are benchmark, strategic, and intensive in the area of reading for K-6 (math 4-5)				
EVIDENCE OF ACHIEVEMENT	AYP will be met in all MSP areas for 2009-2010 in grades 3 rd -6 th . 2009 EOY Dibel's data will show a decrease in % of students identified as intensive and strategic.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Using the Dibel's reading screener, an assessment team will do the fall benchmark screening by Sept. 21st, results shared with teachers by Sept. 22 nd .	Sept. 2009	Building assessment team	Teachers and Principal	<input type="checkbox"/>	
Instructional team meets twice a month. to review building plan and next steps /assessment plans created for each group	Sept. 2009	Grade level teams, Instructional team (RTI)	Instructional Team and Principal	<input 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. Refine diagnostic process to target specific skills	Oct. 2009-June 2010	Teachers, Instructional team	Instructional Team and Principal	<input type="checkbox"/>	
Collaboration time on 3 rd Tuesday for staff to look at data, monitor progress using folders and determine next instructional focus	Oct. 2009-May 2010	Principal, Instructional team	Teachers	<input type="checkbox"/>	
Determine/schedule professional development needed to build further understanding/skills of RTI work.	Oct. 2009-Nov. 2009	Principal, Instructional team	Principal and Instructional Team	<input type="checkbox"/>	

ACTION PLAN

GOAL 3	Parents and community partners support and enhance the education of children.
OBJECTIVE 3.1	By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	CEES 09 Parent Survey: 75% community/parent involvement, Student Survey 65%, staff survey: 72%. Two parents are members of site team and one community member.				
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	2010 CEES Parent Survey: 88% community/parent involvement, Student Survey 70% Staff survey 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
CEES survey data used to create and plan for parental/community involvement opportunities that will support student learning.	June 2009-Oct. 2009	Site Team/Whole Staff	Site Team	<input type="checkbox"/>	
Site team is representative of parents and community members. Increase parent members to three.	Oct. 2009 – Nov. 2009	Principal	Site Team	<input type="checkbox"/>	
Classroom work will be displayed in the hall to show all students’ work. Teachers will display brief explanation and criteria for success.	Sep. 2009 – June 2010	All Teaching Staff	Principal	<input type="checkbox"/>	
“Wolf News” in front hall will have at least one update per month of teachers’ class-room newsletters. Copy emailed to Evan for web site.	Sep. 2009 – June 2010	All Staff	Principal	<input type="checkbox"/>	
Enrichment clusters schedule for June 2010 based on instructional and assessment plans. Staff participating in area of interest..	May 2010- June 2010	Site Team and staff	Principal	<input type="checkbox"/>	
Reading Strategy Nights, Science Nights, Math Nights, Book Swaps, PTO family nights, parenting classes offered.	Oct. 2009 – June 2010	Interested staff	Site Team	<input type="checkbox"/>	

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Jefferson staff is providing student remediation and enrichment across all grade levels. We have a school wide approach called Response to Intervention (RTI) that has intense remediation in the area of reading for grades K-6th. Additionally, we will begin to add intervention for math as our skills grow using the model for reading. We believe that that reading is the gateway skill to improving all other academic areas (math, writing, science) so we have our main RTI focus in the area of reading..

Our RTI model includes the following: (1) An identified Instructional (RTI) team to plan/guide the work and monitor progress (2) Assessment team trained to administer reading benchmark assessments using DIBELS system (3) School-wide universal screenings to occur in fall, winter and spring for all students in reading, (writing 3rd-6th/math 4th-5th pilot) (4) New students will be assessed within the first three days of their arrival at Jefferson. (5) Grade level teams using data to create flexible instructional groups with a clearly identified instructional focus. (6) A calendar created school wide to identify students who will be progress monitored. (7) Results of progress monitoring and instructional progress monitored during Tuesday collaboration time. (8) Parents informed of child's progress each trimester with report cards. (9) Homework club for identified 4th-6th grade students meets afterschool for one hour/3 days a week. (10) 5th/6th grade students not passing WASL will have student learning plans created to address learning challenges and additional instructional supports. (11) Summer School Program for 6 weeks during summer vacation focusing on math/reading for students 1st-5th grade. (12) 1st grade summer reading support program where struggling students receive books/lesson support in the mail. (13) RTI brochure to go home with each family explaining our system of instructional support.

Enrichment activities provide students with additional opportunities to learn about areas that interest them. Jefferson staff, for the past seven years, has implemented Enrichment Clusters (5 week session meeting 1x/week) where groups of students (1st-6th grade) choose area of interest to learn more about and create a product, service or performance based upon their learning.

Additionally, we continue to **partner with the Jefferson PTO and Port Angeles Education Foundation** to bring the following enrichment experiences to our students: (1) Tears of Joy Puppet Theater Performance and Workshop sessions (K-6th grade) (2) 4th grade swim Classes. **Other Enrichment Opportunities:** (1) Story Telling at Peninsula College on Oct. 15th. (2) WSU Nutritional Classes for K-1st, 3rd-4th grade (3) Worm Bin Composting Project (4) Japanese Pen-pals for 2nd grade students (5) Math Olympiad for 5th/6th grade students (6) School Wide Reading Incentive Program-Books and Beyond. Finally, each classroom and grade level designs smaller level enrichment activities that coordinate with particular units of study. We will continue to create and bring other unique learning experiences to our students as ideas and resources are made available.

TITLE I SCHOOL-WIDE PLAN SUMMARY

Directions: Briefly summarize your school’s strategy for implementing a Title I School-wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan.	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Jefferson Elementary School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-06, 2006-07, and are highly qualified during 2007-08. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the paraeducators supported by Title I funds at Jefferson Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): All preschool students have a transition plan that is created by the team. Teachers of Kindergarten through 6th grade students meet before school to identify needs and develop plans for struggling students.		
Coordination and Integration of Federal, State, and Local Services (10): Students at Jefferson are supported in classroom and small group learning and served with a seamless array of services. The Title I program usually serves as an entry or exit to more formal special education services. On at least a weekly basis a team of special education and Title I staff meet to monitor student progress and make needed adjustments. The results of these meetings are often adjustments to how students can be best served.): Coordination with local and state agencies to ensure students basic needs are met to provide access to all students for educational benefit. Child Protective Services, Peninsula Mental Health, Port Angeles Police Dept., reading specialist, school nurse, Department of Social and Health Services, Port Angeles Education Foundation, and Native American Intervention Specialist are coordinated by school leadership to provide integrated services.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	Staff to support Level 1 and 2 students and Student Learning Plans.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	Staff to support students at risk of not meeting standards.
Title IIA	\$0,000	Teacher and principal professional development.
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	Basic education funds used in combination with Au Title I/LAP to support academic interventions.
Other	\$0,000	

PART 9: 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"/>
\$400	To be determined staff wide book study to be completed during collaboration time	All certificated staff and interested classified staff	<input type="checkbox"/>
\$700	Team visit to Foothills Elementary, White River District, To review math RTI program.	Coya, Jeanne, Theresa, Leah, Michelle, Hilka	<input type="checkbox"/>
\$400	Collaboration time with other PA school teams to talk about successful math/writing strategies	Sub costs: 4 th /5 th grade, writing/math	<input type="checkbox"/>
\$1040	Training to support autistic students available using K-20 systems	Oct. 8-Rindy, Roni, Beth and Pam Oct. 16-Christine, Marilyn,	<input type="checkbox"/>
\$150	Readwell training for kindergarten teachers to support curriculum being used with kindergarten students via CDs	Roni Prince and Pam Beard-Oct. 2009	<input type="checkbox"/>
\$0			<input type="checkbox"/>

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>

\$2,480

School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Jefferson				Grades (Example: Elem / MS / HS): Elem		
School Improvement Goal (taken from your building's School Improvement Plan): 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						
Technology and Learning Strategy: Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): Students engage in work that is relevant, timely, and rigorous						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2007-2008	Create Building Web Site	Principal Site Team Teachers	TS – Web Support SW – Front Page	Webmaster Parent Training	Building Tech. Funds	Number of Hits
	Train Staff on Reading and Writing Technology Interventions	Principal Support Teacher	SW - Reading and writing software to support learning	Further training on integrating tech .with lessons.	Building Tech. Funds	Percent of Staff Trained
Year 2: 2008-2009	Further training on integrating tech .with lessons	Principal SIT	Staff will evaluate hardware and software needs.	PD on using hardware and software	The building budget will have dollars allocated to technology purchases. Additional resources may need to be pursued if software programs are to be purchased.	Implementation of New Technology
Year 3: 2009-2010	Create a plan for selecting and implementing software (addressing GLE's.)	Principal SIT IT	SW	Training in Use of Selected Software	The building budget will have dollars allocated to technology purchases. Additional resources may need to be pursued if software programs are to be purchased.	Clear Plan for Software Purchase and Implementation
	1/trimester trainings for staff on software and hardware to be calendared at the beginning of the year	Principal SIT IT	NA	Staff Training in all Technology Use	Building Funds	Development and Completion of Training Schedule

SIP Team Leader Completing This Form: Michelle Olsen Date: 11/16/06
 Other SIP Team Participants: Steve Pazan, Clay Oakes

SUMMARY

Directions: Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

The core belief of the Jefferson CSIP is that “all Jefferson students, families, and staff will be successful.” Our goal is to have all students be successful learners. We plan to do this by partnering with our families and community to create the best learning opportunities while using the most effective instructional strategies.

Reading: 3rd: 100%, 4th: 69.8%, 5th: 86.%, 6th: 77.5% met standard on the reading WASL. We will continue the RTI (Response to Intervention) model school wide. This model efficiently aligns resources to support learners with scientifically based programs that are frequently monitored to document progress and guide next steps of instruction. (Action plans 1.1 and 2.8) It provides early and timely intervention for struggling students. This component will help us to have more special education students be successful as measured by the MSP. Additionally, all teachers will continue to use the Houghton Mifflin Core reading program with an emphasis on comprehension strategies, vocabulary and grammar. All classrooms will use the National Geographic Magazine along with WASL stem questions to further student understanding of informational text. The comprehension strategies will be a monthly school wide focus for instruction and collaboration.

Writing: 50.9% of 4th graders met standard on the writing WASL COS (content, organization, style) is an area of focus. All teachers will continue to use best instructional writing practices i.e. adopted curriculum, anchor charts, review and use of WASL released items, OSPI modules will be used in 3rd-5th grades to provide more focused instruction on elaboration and brain storming. The students in grades 3rd-6th will begin using a CBM (curriculum based measurement) to better identify students struggling with writing. Data from the assessment will help guide instruction and intervention. (action plans 1.2, 2.8)

Math: 3rd:87.2%,4th: 49.1%, 5th: 74.4%, 6th: 61.5% on the math WASL Teachers are in the third year of a math adoption. New math standards will be implemented this year and shared with parents/students. Teacher collaboration time will be used to identify what concepts struggling students need, as well as to begin designing best interventions. (action plan 1.3) 4th /5th grade teams will pilot RTI math interventions.

Science: 48.8% of 5th graders met standard on the science WASL. Teachers will continue to use the FOSS science kits and follow the district assessment schedule. The science notebook strategy will continue in all classrooms as a way for students to communicate their thinking.(action plan 1.4)

Focused professional development in all content areas will continue to be provided to staff as called out in the action plans. (action plans 1.1, 1.2 , 2.1, 2.8)

Reading Objectives	Increase reading scores at 3 rd -6 th grade to meet AYP levels on 2010 MSP	Increase spring 09 DRA scores for 1 st /2 nd grade students to 85% meeting standard	Increase 2010 winter benchmark at 4 th grade to 70% meeting standard
Writing Objectives	Increase 4 th grade 2010 MSP scores to 76% meeting standard	Increase 4 th grade 2010 MSP scores to 70% meet standard on COS	Increase EOY 3 rd grade writing to 65% at standard
Math Objectives	Increase math scores at 3 rd -6 th grade to meet AYP levels on the 2010 MSP	Increase scores on 2010 winter benchmark to 75% meeting standard at 3 rd -6 th grade	Increase scores on 2 nd math assessment to at least 90%.
Science Objectives	Increase science scores at 5 th grade to meet AYP levels on the 2010 MSP	Increase scores on 2009-2010 classroom assessments to at least 80% meeting standard	

PART 10: TECHNOLOGY SUMMARY

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Parents	Deanna Collins, Misty Poisel	
Community Member	Margaret Crawford	
IEIP Teacher/Speech Therapist	Margi Ahlgren/Sue Sherard	
Principal	Michelle Olsen	
Learning Support Teacher	Coya Erickson	
Teacher	Theresa Schmid	
Teacher	Leah Bauman	
Teacher	Rindy Hainstock	
Classified Staff	Theresa Rothweiler	
Teacher	Marilyn Mattie	
Teacher	Sue Ellen Kraft	
Teacher	Christine Chang	
Resource Room Teacher	Hilkka H.	
School Board President	Steve Baxter	<i>Board Approved Date:</i> _____

APPENDICES

Directions: Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

Jefferson Parent Involvement Plan/Procedures 2009-2010

Jefferson is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Jefferson and home work together to promote high achievement by our children. Neither home nor Jefferson can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. Jefferson recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Jefferson intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

- A. Jefferson will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.
 - Staff and parents will meet during a meeting held in October 5, 2009
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Annual meeting will be held during October 2009.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.
 - Title One staff will be available before and after school to meet with parents. Evening meetings or home visits may be scheduled upon request.

PART 13: APPENDICES

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.
- Parents will serve on site-based team at Jefferson which meets monthly.
 - Monthly parent forum will take place the 2nd Wed. of each month at 8:15 and at 1:30.
- E. Provide parents of participating children—
- a. Timely information about programs under this part.
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
Actions:
 - Title One staff will provide information about programs, assessment, and expectations.
 - RTI brochure shared with parents at annual Title 1 meeting and at conferences to develop understanding of school system
 - Kindergarten orientation will occur during the first two days of school
 - Progress reports will be sent home on a regular basis.
 - Informal conferences may be scheduled with teachers as needed.
- F. If school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
- G. Jefferson will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement plan/ procedures, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

PART 13: APPENDICES

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Actions:

- Parents serve as classroom volunteers at Jefferson Elementary.
- At Jefferson parents may participate in the PTO (Parent Teacher Organization) and sponsored activities.
- Family reading nights are held in the evenings at Jefferson. They are sponsored by the Jefferson PTO, and connected to the home reading incentive program: Books and Beyond.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district under this part.

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Grade level state standards and content area standards are explained at curriculum nights in September and/or at parent-teacher conferences in November.
 - State standards and district assessments are shared during open house and conferences.
- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - During parent-teacher conferences materials are provided to help parents work with their children at home in reading and math.
 - Reading strategies and questioning techniques are shared in Jefferson Newsletters.
 - Literacy training will be provided during special evening family sessions.

PART 13: APPENDICES

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - Teachers will receive assistance and/or training in working with parents as partners in learning during Tuesday collaboration time.
- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Readiness to Learn, any home instruction programs for preschoolers, First Step, First Teacher, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - Parent support will be provided at Jefferson through the library, monthly newsletter, and hallway informational displays.
 - Coordinate a transition meeting between MAV Head Start /IEIP preschool program and Jefferson kindergarten teachers in the spring involving parents to promote a partnership and explain the expectations of kindergarten.
 - Readiness to Learn through First Step will collaborate with parents and teachers of children in kindergarten and 1st grade.
 - Jefferson will provide a preschool/parent interview in the spring for entering kindergarteners in the fall.
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
 - Newsletters and flyers will be translated in language spoken at home as needed.
- f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.
 - Meetings will be held at a variety of times to accommodate parent work schedules.
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.

PART 13: APPENDICES

- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- j. May train parents to enhance the involvement of other parents.
- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

PART IV-ADOPTION

This Jefferson Parental Involvement Plan/ Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/ Procedures was developed/revised by Jefferson on 10/05/09 and will be in effect for the period of the 2009-10 school year. The school will distribute this Parent Involvement Plan/ Procedures to all parents of participating Title I children and make it available to the community on the 1st Monday of 11/09.

(Signature of Title I Authorized Representative

(Date)

These parents were involved with the development of this document: Misty and Bryon Poisel, Cheryl Higbee, Lilly Lacy, and Tammy Gregory).

PART 13: APPENDICES