

**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2010-11**

<p>School <u>Jefferson Elementary School</u></p> <p>Principal <u>Michelle Olsen</u></p>	<table border="1"> <thead> <tr> <th>Reporting Schedule</th> <th>School Submittal</th> <th>Board Summary</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Report 1</td> <td>1-14-11</td> <td>1-24-11</td> </tr> <tr> <td><input type="checkbox"/> Report 2</td> <td>3-29-11</td> <td>4-11-11</td> </tr> <tr> <td><input checked="" type="checkbox"/> Report 3</td> <td>6-21-11</td> <td>6-27-11</td> </tr> </tbody> </table>	Reporting Schedule	School Submittal	Board Summary	<input type="checkbox"/> Report 1	1-14-11	1-24-11	<input type="checkbox"/> Report 2	3-29-11	4-11-11	<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11
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Key Progress (incl. relevant internal accountability data references)	Key Barriers To Progress (incl. relevant problem solving steps)
<p>Objective 1.1: DRA: 1st 88%, 2nd 88%. This year we had a 5 day/week RTI program for kindergarteners using Readwell. We did DRA to see how they compared now, in June, with beginning of the year 1st graders. The % meeting beginning of year 1st grade standards (level 4) was 61%. Five students just missed meeting standard, because of comprehension, not accuracy. This would have brought our % to 75%. Students in grades 3rd-6th took the MSP.</p>	<p>Objective 1.1: 1.Key barrier- not having full time LST. 2nd/3rd grade most impacted. In addition, our progress monitoring was not as well coordinated or reviewed (Principal/paras tried to cover.) 2. Only 1st grade team met each Friday to plan support. (We needed the LST to do this work.) Next year we would like 2nd/3rd to have team time more often during the month. 3. Reading program for 1st-2nd grade not able to start due to lack of volunteers.(recruited too late)</p>
<p>Objective 1.2: Writing scores for the end of the year are based on students scoring 4/6 points on spring assessment. Teachers worked hard to incorporate writing across content areas to allow students increased time to write in authentic ways. In addition, at least twice, during the trimester students met with principal for Wild About Writing, where writing was celebrated across the grades.</p>	<p>Objective 1.2: We were unable to have vertical writing team provide PD around expository writing and boy writers due to lack of time on Tuesday collaboration. (4th grade team/principal created RTI writing time which included a focus on these two instructional points.)</p>
<p>Objective 1.3: K: 97%, 1st: 98%, 2nd: 66%. Math facts program continued with 2nd/3rd grade students. Teachers in grades 3rd -6th conferenced with students individually/parents. Some students did retake of mid-year assessment to help students see their improvement in skills since January. Teachers/students have better understanding of math vocab. after reviewing in March.</p>	<p>Objective 1.3: 4th/5th grade teachers would like more computational practice. (Principal/teams brainstorming ways and working with Mrs. Reid.) Math Facts program showed progress in 2nd grade, but needed to have someone oversee on regular basis. (Principal worked with Coast Guard volunteers and some staff beginning in April to do tutoring with just 2nd/3rd grade.)</p>
<p>Objective 1.4: Science data for the last trimester was positive. Teachers are using grade level collaboration time to better understand teaching targets and assessments so that instruction is intentional and focused. All grades using National Geographic, Time or Scholastic to support non-fiction reading. 4th-5th continued science field trips.</p>	<p>Objective 1.4: The tests have been updated for each kit, but the kits need to be updated to match and/or teachers across the district need to have time to decide what lessons to use to meet grade level standards.</p>

Key Support Needs (<i>incl. resource references related to barriers</i>)	Key Adjustments To Action Plan (<i>incl. performance data reference</i>)
<p>Objective 1.1: 1. Full time LST needed at every building just as we have resource room teachers, principals and secretaries. 2. Schedule for RTI is being changed to provide for more team collaboration during the day/month. 3. Volunteers will be ready to begin reading support Oct. 1st.</p>	<p>Objective 1.1: 1. Based on the data from Feb. DIBELS 10 strategic students were able to receive a 2nd dose of reading during the day. Additionally, 8 intensive 1st grade students received a 2nd dose of reading time. 2. Next year we will start reading program Oct. 1st with Coast Guard/Light House Christian Church volunteers.</p>
<p>Objective 1.2: 1. Time needed to provide PD for expository writing/boy writers. (Collaboration time given in October after CSIP time in September.) 2. New Houghton Mifflin writing curriculum will need support throughout the year.</p>	<p>Objective 1.2: 1. Continue to review effective effort and what that looks like across the curriculum areas. 2. 4th grade team will review writing scores in August to see if small group writing support was effective prior to MSP.</p>
<p>Objective 1.3 1. Teachers would like strategy cards for +, -, x, and / to support volunteers doing math facts and to have for classroom use across the school to ensure consistency. 2. 4th/5th grade teachers would like to pilot additional math materials to support computation. 3. Person needed to oversee math facts program (Jefferson will have two Ameri-Corps next year to help with this.).</p>	<p>Objective 1.3: 1. Continue with math facts program, but do so with more volunteers, with more intentional strategy focus, and better training of volunteers. 2. Review by grade level standards for math so that targets are clear. In addition have MSP tested grade levels review test maps to better understand targets. 3. Review effective effort as staff and with our students.</p>
<p>Objective 1.4: 1. Staff needs time to review the news science assessments to ensure we align our teaching/kits to the assessments. 2. We would like to expand science field trips and special science learning opportunities to more than 4th/5th grade.</p>	<p>Objective 1.4: 1. PTO is supporting 6th grade students doing a 2-night/3 day experience at OPI. 2. PTO/staff to design a science/math night. 3. PTO/staff to try a science fair. 4. Science volunteers for each classroom for science instruction time. 5. Vertical science team review time spent teaching science and share ideas with staff. 6. Use Seattle Science center again for assemblies and lessons.</p>

Summary Student Internal Accountability System Performance Data to Date (<i>2008-09 is end-of-year data; 2009-10 is year-to-date data</i>)													
Internal Assessment Results for 2009-10 (YTD)							Internal Assessment Results for 2010-11 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	6	95.31%	0	0	0	0	K	11.5	94.06%	0	0	0	0
1	2.5	95.74%	2	0	0	0	1	7	95.20%	7	0	0	1
2	9	95.67%	1	0	0	1	2	7.5	95.86%	0	0	0	0
3	5.5	96%	1	0	0	0	3	13	96.64%	3	0	0	1
4	6	95.45%	8	0	0	1	4	8	95.93%	7	0	0	0
5	2.5	94.48%	4	0	0	0	5	10.5	95.90%	3	0	0	1
6	6.5	94.84%	10	0	0	1	6	11	94.17%	5	0	0	0

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
		Reading					Reading			
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA/ARI	Jan/Mar. DRA/ARI	Spring DRA	District Benchmark
	K	❖	❖	❖	93% blending	K	❖	❖	❖	Blending 97%
	1	63%	64/67%	84%	❖	1	56%	69%/87%	88%	❖
	2	67%	71%	84%	❖	2	78%	74%/72%	88%	❖
	3	76%	93%	84%	57%	3	62%	78%	❖	64%
	4	97%	97%	❖	77%	4	80%	84%	❖	80%
	5	74%	74%	❖	82.7%	5	83%	86%	❖	95%
	6	91%	89%	❖	84/5	6	73%	87%	❖	42%
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	❖	❖	❖	93%	K	❖	❖	❖	97%
	1	❖	❖	❖	89%	1	❖	❖	❖	98%
	2	❖	❖	❖	76%	2	❖	❖	❖	66%
	3	❖	48%	60%	❖	3	❖	44%	84%	52%
	4	30%	41%	❖	❖	4	24%	22%	❖	18%
	5	❖	44%	53%	❖	5	❖	47%	62%	41%
6	❖	55%	53%	❖	6	❖	69%	88%	12%	
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	⊕	⊕	❖	❖	K	❖	❖	❖	❖
	1	96%	98%	96%	❖	1	98%	98%	98%	❖
	2	92%	62%	60%	❖	2	78%	90%	81%	❖
	3	74%	89%	77%	❖	3	81%	96%	76%	❖
	4	76%	⊕	57%	❖	4	76%	75%	30%	❖
	5	72%	76%	66%	Mix 56%	5	68%	73%	69%	60%
6	100%	100%	96%	Nutri 100%	6	72%	92%	98%	100%	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2009-10 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> -Two teachers, Mattie/Biasell, continued work on rewriting the science kit assessments for the district. (1.4) -Mrs. Schmid worked with Ms. Hill to help streamline 5th grade Bridges (1.3) -Staff met in vertical teams and at ILT to monitor CSIP, progress, next steps (2.1) -Ms. Ahlgren shared about mental health issues/resources after attending conference to be a WA state trainer (2.1, 2.2) - Staff received MSP proctor training from district assessment coordinator -5th/6th grade teachers met with OPI staff to begin work on sending next year's 6th grade students to OPI at Lake Crescent (3.1) -TL21 teachers met with other teachers from district/ESD to receive training (2.2) 	<p>Our staff has been working to utilize the expertise on our staff to help facilitate our collaboration/PD time. Next year our staff will be working with district adoption specialists to support the new adoption. This has been a busy year of working together in a variety of teams: ILT, site, para-educator, whole staff, ILT, vertical teams by content, and grade level teams. I have appreciated the intentional focus of every team to use data to guide their decisions as they are making decisions about curriculum, schedules, remediation, etc. Next year while learning a new curriculum we also will continue to look for ways to effectively use our volunteers to support our struggling math students.</p>

Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> -Enrichment clusters/May and June/over 20 clusters/supported by PAEF grant for all students in grades 1st-6th (3.1) -Friday Food Bag program took place for 6 weeks (3.1, 1.5) -Field trips to Public library, Juan de Fuca Festival, Fine Arts Center, Coast Guard Station, Albertsons, and others as part of clusters (3.1) -Pastries for Parents (3.1) -Books and Beyond year end awards assembly where over 250 medals were awarded, 2 bikes given away, and over 1.4 million pages read (1.1, 3.1) -Talent Show, Spirit Week, Scholastic Book Fair, Kindergarten Round-up, field day(3.1) -After-school homework club for 5th grade supported by Coast Guard (3.1) 	<p>Jefferson is growing each year in the opportunities it provides for parents and community members to participate in their child's learning. The PTO continues to be amazing in their willingness to support all of our requests whether for academic support or support for celebrations/family fun. Next year our PTO is supporting our families again as they intend to send every 6th grade student to OPI at Lake Crescent for a two night/3 day stay of learning. In addition, this year we have been blessed with so many volunteers. Clusters were supported by a huge number of community volunteers. We hope to increase the number of Coast Guard volunteers for next as well as increase the number of volunteers from Lighthouse Christian and First Presbyterian. It does take a village to ensure success for all 320 students at Jefferson☺</p>

Summary Analysis of RTI activities during Report Period (reference related action plan data)																																	
<ul style="list-style-type: none"> -Final DIBELS assessment completed in June -On-going progress monitoring for all intensive students grades K-6th. DAZE progress monitoring used for all students 3 times a year plus twice/month for students struggling with comprehension. -% of students at Benchmark, strategic, and intensive levels according to DIBELS: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>K</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>68%</td> <td>56%</td> <td>61%</td> <td>71%</td> <td>59%</td> <td>74%</td> <td>76%</td> </tr> <tr> <td>S</td> <td>24%</td> <td>25%</td> <td>22%</td> <td>9%</td> <td>25%</td> <td>12%</td> <td>14%</td> </tr> <tr> <td>I</td> <td>8%</td> <td>19%</td> <td>17%</td> <td>25%</td> <td>16%</td> <td>14%</td> <td>10%</td> </tr> </tbody> </table> <p>(All of the above for action plan: 1.1 and 2.8)</p>		K	1st	2nd	3rd	4th	5th	6th	B	68%	56%	61%	71%	59%	74%	76%	S	24%	25%	22%	9%	25%	12%	14%	I	8%	19%	17%	25%	16%	14%	10%	<p>Kindergarten RTI was incredible this year. We are excited for the liftoff this will give them this coming fall in 1st grade. Student success is a direct result of a whole team commitment to 30 min/5 days a week using a program that is explicit, intentional, and provided small flexible groups outside of the basic core reading program. We have already begun reviewing our EOY data (minus MSP) to plan how we might continue to better meet all students' needs especially with next year's 3rd/4th grade students. We are excited about the opportunities that the new HM adoption will bring, but know that we have found success in some additional support programs as well for intensive students. Finally, as the teams have reflected, it has been a consensus that our school does need a full time LST given our free/reduced lunch numbers and student needs. We will continue to advocate for that additional LST time.</p>
	K	1st	2nd	3rd	4th	5th	6th																										
B	68%	56%	61%	71%	59%	74%	76%																										
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This summary will serve as a cover page to the Action Plan sections of the CSIP for each school.

ACTION PLAN

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

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	% at standard on MSP 3 rd grade: 88.6% 4 th : 68.3%, 5 th :67.9% 6 th : 90.5% DRA: 1 st : 84%, 2 nd :84%, and K (blending 93%). Literary text strand data: 3 rd : 80.5%, 5 th 56.9%, 6 th : 73.2%.				
STRATEGY	Continue to identify and use best instructional reading practices with grades K-6th .				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2011 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 and problem of practice.	Aug. 2010	Whole staff	Instructional team	<input checked="" type="checkbox"/>	
Use MSP stems, elements of literary text, and monthly thinking strategies across all content areas K-6 th .	Oct. 2010	Michelle/Hester	Instructional team	<input checked="" type="checkbox"/>	
Continue promoting effective effort in the classroom and school wide.	Sept. 2010-May 2011	All staff	Instructional team	<input checked="" type="checkbox"/>	
Continue school wide RTI model.	Sept. 2010-June 2011	All staff	Instructional team	<input checked="" type="checkbox"/>	
Design after-school reading opportunities for struggling students using community volunteers.	Nov. 2010-May 2011	Jefferson Reading Team (vertical team)	Instructional team	<input checked="" type="checkbox"/>	Beginning in Feb.

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 MSP: 62.5% at standard. 55.9% standard in COS, 35% gender gap favoring girls. Spring 2010: 3rd writing: 60% at standard ,				
STRATEGY	Continue to identify and use best instructional writing practices with grades K-6th .				
EVIDENCE OF ACHIEVEMENT	73% of students in 4 th grade will meet standard on the 2011 MSP. 66% of students will meet standard in COS on the 2011 MSP.. 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 MSP released items to 1) review expectations for COS, and to 2) calibrate classroom instruction and assessment.	Oct. 2010-Dec. 2010	Michelle and Writing team (vertical team)	Instructional team	<input checked="" type="checkbox"/>	Expository to be completed during the fall
Review and use strategies to help boy writers be more successful with prompt writing (review Fletcher book).	Sept. 2010-May 2011	All K-6 th teachers	Instructional team	<input type="checkbox"/>	To be completed in the fall
All staff use district writing curriculum with fidelity while working to identify opportunities to integrate across curriculum areas.	Sept. 2010-June 2011	All K-6 th teachers	Instructional team	<input checked="" type="checkbox"/>	
Literacy coaches and OSPI modules used to help identify effective strategies for organization and elaboration.	Oct. 2010-April 2011	Michelle and Writing team (vertical team)	Instructional team	<input checked="" type="checkbox"/>	
Continue promoting effective effort in the classroom and school wide	Sept. 2010-June 2011	All staff	Instructional team	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 1.3 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 2010 MSP: 3 rd : 77.3%, 4 th : 68.3%, 5 th : 52.8%, 6 th : 66.7%. Strand data for measurement, geometric sense, probability and statistics: 3 rd : 65.9%, 4 th : 73%, 5 th : 38%, 6 th : 55%.				
STRATEGY	Identify and use best instructional math strategies to support grade level standards.				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2011 MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize, and prioritize our data as a school staff to identify strengths and challenges.	August 2010	Michelle and staff	Michelle and staff	<input checked="" type="checkbox"/>	
Staff review grade level standards for measurement, geometric sense, probability and statistics for K-6 th .	Oct. 2010-June 2010	Michelle and Math team (vertical team)	Instructional team	<input checked="" type="checkbox"/>	
Teachers review and use common, updated, math vocabulary lists to support curriculum and standards at their grade level.	Oct. 2010	Michelle and Freda and Hester	Instructional team	<input checked="" type="checkbox"/>	
Staff collaborate to review MSP math released items	Nov. 2010	Michelle and Math team	Instructional team	<input checked="" type="checkbox"/>	
Continue promoting effective effort in the classroom and school wide.	Sept. 2010-May 2011	All staff	Instructional team	<input checked="" type="checkbox"/>	
District math instructional pacing guide shared and implemented across grade levels. Key points of Bridges lessons highlighted across grade le-	Sept. 2010-June 2011	Michelle/Hester/Freda	Math team	<input checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	24.5% of 5th grade students met standard on 2010 Science MSP. Inquiry strand at 14%.				
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 2011 Science MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff will collaborate to create vertical alignment, use of all available OESD resources and clarity of big ideas for each investigation based	Oct. 2010-Jan.2011	Michelle and science team (vertical team)	Instructional team	<input type="checkbox"/>	Vertical team has met.
Grade level teams will identify ways to integrate more thinking skill across all content areas (using Marzano's book as guide).	Oct. 2010-May 2011	All K-6 th staff	Instructional team	<input checked="" type="checkbox"/>	Book study has begun
5 th grade will use RTI time as opportunity for students to read texts/articles directly related to science content/standards/skills.	Sept. 2010-May 2011	5 th grade team	Instructional team	<input checked="" type="checkbox"/>	On-going
Outside community resources will be recruited to create more hands on experience and excitement. (look at science fair)	Nov. 2010-Dec. 2010	Michelle and science team	Instructional team	<input checked="" type="checkbox"/>	Dungeness Science and watershed science for 5 th and salmon raising for 4 th
All staff will review science MSP released item to align and calibrate instruction/assessment, review notebooking, look at "project" investiga-	Nov. 2010-Dec. 2010	Michelle and science team	Instructional team	<input type="checkbox"/>	August Collaboration Time

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 2009-2010 school year was 95.3%, up from 95.17% .				
STRATEGY	Frequent communication with parents about supporting consistent attendance for their child.				
EVIDENCE OF ACHIEVEMENT	Jefferson’s average daily attendance for 2010-2011 school year will be 96%				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Daily/weekly review of attendance records for absenteeism and tardies.	Sept. 2010-June 2011	Vicki, Cynthia, and Michelle	Site Team	<input checked="" type="checkbox"/>	
Informing families of community resources and help them with access to supplies needed for school, medical care, and transportation	Sept. 2010-June 2011	Michelle, Vicki, Cynthia, and Resa	Site Team	<input checked="" type="checkbox"/>	
Each month students with perfect attendance will be recognized in newsletter and in hallway display.	Sept. 2010-June 2011	Vicki	Michelle	<input checked="" type="checkbox"/>	
Parents who have frequent unexcused absences and/or tardies will be taken to truancy court after other supportive measures have not had an im-	Sept. 2010-June 2011	Michelle, Vicki, and Cynthia	Michelle	<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 2010 shows that 48% 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 2012 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
Staff will review 2010 CEES data to identify areas of focus, causes and to develop a plan.	August 2010	Michelle and staff	Michelle	<input checked="" type="checkbox"/>	
Staff identify main focus to be: Respecting differences of others. Positive attributes of focus created to identify monthly focus/year long plan.	August 2010	Michelle and staff	Michelle and staff	<input checked="" type="checkbox"/>	
Time given each week for standup staff time. Time given each collaboration day for positive team development.	Sept. 2010-June 2011	Michelle	Michelle and staff	<input checked="" type="checkbox"/>	
Teams and individual identify goals to work on all year to improve: Respecting differences of others.	Oct. 2010	Michelle and staff	Michelle and staff	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	2010 CEES survey on focused professional development shows 59% 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 2012 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. 2010-June 2011	Instructional team and Michelle	Instructional Team	<input checked="" type="checkbox"/>	
Instructional team will collaborate with principal to create and review Tuesday collaboration schedule that targets CSIP action plans.	Oct. 2010-June 2011	Instructional team and Michelle	Instructional Team	<input checked="" type="checkbox"/>	
The 2 nd Tuesday of each month will be designated as a grade level day of collaboration. Specialist groups will also meet across the district.	Oct. 2010-June 2011	Michelle	Instructional Team	<input checked="" type="checkbox"/>	
Whole staff collaboration will be twice a month. Grade level collaboration will be twice a month. Grade level teams will share collaboration work by completing notes page in grade level notebook.	Oct. 2010-June 2011	All staff	Michelle	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	Each classroom has 2-6 station computer lab, elmo, box-lite, scanner, and internet access. There is one whole class lab in each end of the building.				
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			
Three teachers have been awarded the TL21 tech grants. Their tech equipment will all be installed by Oct. 2010.	Oct. 2010	Michelle	Michelle and tech teachers	<input checked="" type="checkbox"/>	
TL 21 teachers will share new learning and skills with entire staff during collaboration time.	Nov. 2010-June 2011	Evan, Jeanne, Sandi	Michelle	<input checked="" type="checkbox"/>	
All staff will be doing the Marzano Book study of Instructional Strategies as this is the same book the tech group is using with grant.	Oct. 2010-June 2011	Michelle and staff	Michelle, Evan, Jeanne, Sandi	<input checked="" type="checkbox"/>	
All staff will identify opportunities within the instructional week for students to use tech. as a tool in their learning.	Oct. 2010-June 2011	All staff	Michelle	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 2.8 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 three having tiered interventions in the area of reading for 2010-2011 in grades K-6 th .				
STRATEGY	RTI plan/process implemented school wide using student assessment data. More focus/resources given to intensive students.				
EVIDENCE OF ACHIEVEMENT	AYP will be met in all MSP areas for 2010-2011 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	
Provide training for all staff using intensive programs such as: Reading Mastery and Corrective Reading.	Sept. 10, Oct. 12 th	Michelle	Instructional team	<input checked="" type="checkbox"/>	
Use news DIBELS screener to do benchmark testing on Sept. 16 th /17 th . Results shared with teachers on Sept. 21.	Sept. 16/17 th	Michelle/staff	Instructional team	<input checked="" type="checkbox"/>	
Progress monitoring completed bi-weekly and monthly. Results used to guide instruction and student groupings.	Oct. 2010-June 2011	Michelle/Staff	Instructional team	<input checked="" type="checkbox"/>	On-going
Collaboration time set aside for one day a trimester for grade level teams to meet with support staff to review data and plan next steps.	Sept. 2010, Feb. 2011, June 2011	Michelle	Instructional team	<input checked="" type="checkbox"/>	Done Individually in June
Determine/schedule professional development to further develop instructional skills (templates, strategy training, etc.)	Oct. 2010-June 2011	Michelle and instructional team	Instructional team	<input checked="" type="checkbox"/>	AR, templates

ACTION PLAN

<p>GOAL 3 Parents and community partners support and enhance the education of children.</p> <p>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.</p>
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DATA ANALYSIS	CEES 2010 Parent Survey: 83% community/parent involvement, Student Survey 62%, staff survey: 65%. 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	2012 CEES Parent Survey: 88% community/parent involvement, Student Survey 70% Staff survey 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Site team is representative of parents and community members. Increase representation	Sept. 2010-June 2011	Michelle	Michelle	<input checked="" type="checkbox"/>	
“Wolf News” in front hall with monthly updates. Monthly school newsletter. Events posted to web	Sept. 2010-June 2011	Michelle/Evan	Site Team	<input checked="" type="checkbox"/>	
Lighthouse Christian Center adopting Jefferson Elementary to support teachers and students and provide support for learning.	Sept. 2010-June 2011	Michelle	Site Team	<input checked="" type="checkbox"/>	First Presbyterian Church helped as well.
Continue to recruit more parent/community volunteers to support after-school reading times and additional learning opportunities for science	Sept. 2010-June 2011	Michelle/staff	Site Team	<input checked="" type="checkbox"/>	
Enrichment clusters scheduled around assessment and instructional calendars with focus on community/parent volunteers to support small	Oct. 2010	Michelle/staff	Site Team	<input checked="" type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$0 (Paid by District funds)	ARI training for staff in September or October.	Training took place at Franklin for 3 rd -6 th grade teachers during Tuesday collaboration time.	<input checked="" type="checkbox"/>
\$1000	Guest teacher release time for assessment.	First through fifth grade teachers to administer DRA. (ongoing)	<input checked="" type="checkbox"/>
\$0 (Special Education and Title 1 Funded)	Reading Mastery Training and Corrective Reading – guest teacher pay	Coya Erickson, Hilkka H., Michelle Olsen, Theresa Rothweiler, Mary Teel, Marsha Possinger	<input checked="" type="checkbox"/>
\$300	Supporting Struggling Readers in the Upper Grades, March 29 th , 2011, Seattle	Theresa Schmid	<input checked="" type="checkbox"/>
\$200	Differentiation, Seattle, November 2010.	Leah Bauman	<input checked="" type="checkbox"/>
\$0 (Paid for by grant funds)	TL21 Grant training throughout the 2010-2011 year	Theresa Schmid, Jeanne Wolfley, Sandi Biasell	<input checked="" type="checkbox"/>

\$2434 School Staff Development Allocation

✓ Source: School Budget Allocation