



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

**School** \_\_\_\_\_ Jefferson Elementary School \_\_\_\_\_  
**Principal** \_\_\_\_\_ Michelle Olsen \_\_\_\_\_

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-14-11	1-24-11
<input type="checkbox"/> Report 2	3-29-11	4-11-11
<input type="checkbox"/> Report 3	6-21-11	6-27-11

**Key Progress (incl. relevant internal accountability data references)**

**Objective 1.1:**  
DRA: 1<sup>st</sup>: 56%, 2<sup>nd</sup>: 78%. ARI results for 3<sup>rd</sup>: 62%, 4<sup>th</sup>: 80% , 5<sup>th</sup>:83%, 6<sup>th</sup>: 73%. Using DIBELS system to track all of our students. Students who are strategic/intensive are monitored at least twice a month for progress. Our school has a monthly focus on a thinking strategy. This focus is shared with parents and students. K-6<sup>th</sup> teachers are using revised MSP question stems.

**Objective 1.2:** Staff continues to provide daily writing opportunities for students across curriculum areas. Staff collaborated to review MSP narrative released items with the goal of creating common understanding of state writing rubric and standards K-6<sup>th</sup> as well as to calibrate class instruction. 4<sup>th</sup> grade students continue to do monthly writing prompts to build stamina and success.

**Objective 1.3:**  
Teachers in 1<sup>st</sup>, 3<sup>rd</sup>-6<sup>th</sup> met with principal to review end of unit assessments. Students are making progress. The winter benchmark (formative) assessments will be given this month to all K-6<sup>th</sup> students. All 3<sup>rd</sup>-6<sup>th</sup> grade teachers have been given updated MSP test information packets from OSPI.

**Objective 1.4:** All teachers use *National Geographic* or *Time* to supplement grade level science kits and standards. The science team reviewed the essential learnings for each grade level and will share with whole staff to improve alignment/clarity. 4<sup>th</sup>/5<sup>th</sup> grade students have participated in science field trips to Fiero Marine Center and to fish hatchery and fisheries classrooms at PC.

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

**Objective 1.1:** (1)Our LST support is only .5 FTE; which has a huge impact on remediation support for students in grades 2<sup>nd</sup>-5<sup>th</sup> and less support for strategic students. (Principal has taken on some LST jobs. Benchmark groups are larger. We have utilized student teacher and pre-school teacher to help backfill. Paras are teaching additional groups with less planning/prep. time available.)

**Objective 1.2:**  
(1)Organization continues to be a challenge for many of our students along with spelling. (Use Tuesday collaboration time to develop and share organization ideas for writing across grade levels.)

**Objective 1.3:** (1)4<sup>th</sup>/5<sup>th</sup> grade teachers need more practice materials for fractions and decimals. (4<sup>th</sup>/5<sup>th</sup> teachers collaborating to share materials. Working with math coaches.) (2)Students are struggling with basic math facts in 2<sup>nd</sup>-6<sup>th</sup>. (Freda shared Math Facts Tutoring Program. Beginning math tutoring project at 2<sup>nd</sup>/3<sup>rd</sup> grade w/ Coast Guard Volunteers and para-educators.)

**Objective 1.4:**  
(1) Our science kit assessments are not aligned with the expectations of the MSP. We need to identify the gaps in our kits and find funding to supplement the materials we have. (2)Teachers need additional collaboration time to develop their instructional skills in the area of science.

Key Support Needs ( <i>incl. resource references related to barriers</i> )	Key Adjustments To Action Plan ( <i>incl. performance data reference</i> )
<p><b>Objective 1.1:</b> (1)Need to find and schedule more time to meet as grade levels around RTI.(2) Need to continue to recruit more reading volunteers for after-school reading (Higher 5<sup>th</sup> grade readers will buddy read with struggling 4<sup>th</sup> grade readers. Higher 6<sup>th</sup> grade readers will buddy with 1<sup>st</sup>-3<sup>rd</sup> grade struggling readers after school.)</p>	<p><b>Objective 1.1:</b> (1)After-school reading program starting in Feb. instead of Nov. (2)5<sup>th</sup> grade students will take Reading MSP on computer. Students will begin having instructional sessions to focus on tools and practice tests to become familiar with test features.</p>
<p><b>Objective 1.2:</b> (1)Use collaboration time to continue work with strategies to support organization of writing and spelling. (literacy coach?). (2) Writing team share released items for expository writing and standards during collaboration time.</p>	<p><b>Objective 1.2:</b> (1)Wild about Writing will begin at the end of January. This is a chance for students to share their writing with other students and the principal on a weekly basis.</p>
<p><b>Objective 1.3:</b> (1) Hester will work with 4<sup>th</sup>/5<sup>th</sup> grade teachers to find needed materials. (2) Principal meeting with Freda to begin coordination of math tutoring program. Principal trying to recruit parent volunteer to oversee tutoring project.</p>	<p><b>Objective 1.3:</b> (1) Vertical math team has met, but now needs to share information with staff around geometric sense, probability and measurement (March LID). (2)Staff will use March LID to review ways to remediate/differentiate, review math vocabulary, and review latest math assessments and MSP released items to better design instruction and interventions.</p>
<p><b>Objective 1.4:</b> (1)The district science team to do the work of aligning assessments to MSP format and filling in the gaps for each kit with supplemental materials. (This should not have to be done school by school.) (2) Collaboration/plan time for elementary teachers needs to be equitable to MS/HS to improve student success.</p>	<p><b>Objective 1.4:</b> (1)Science team still needs to present to whole staff. This will take place in February. (2)Science fair has not been reviewed or planned.</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	6	95.16%	0	0	0	0
1	2.5	95.74%	2	0	0	0	1	10	96.96%	1	0	0	1
2	9	95.67%	1	0	0	1	2	1.5	97.42%	0	0	0	0
3	5.5	96%	1	0	0	0	3	9	97.53%	0	0	0	1
4	6	95.45%	8	0	0	1	4	4.5	96.59%	2	0	0	0
5	2.5	94.48%	4	0	0	0	5	3.5	96.44%	0	0	0	1
6	6.5	94.84%	10	0	0	1	6	4	95.05%	0	0	0	0

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
		Reading					Reading			
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA/ARI	Jan/Mar. DRA/ARI	Spring DRA	District Benchmark
<b>Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)</b>	K	❖	❖	❖	93% blending	K	❖	❖	❖	
	1	63%	64/67%	84%	❖	1	56%			
	2	67%	71%	84%	❖	2	78%			
	3	76%	93%	84%	57%	3	62%			
	4	97%	97%	❖	77%	4	80%			
	5	74%	74%	❖	82.7%	5	83%			
	6	91%	89%	❖	84/5	6	73%			
	<b>District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)</b>		Writing			Math		Writing		
Grade		Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
K		❖	❖	❖	93%	K	❖	❖	❖	
1		❖	❖	❖	89%	1	❖	❖	❖	
2		❖	❖	❖	76%	2	❖	❖	❖	
3		❖	48%	60%	❖	3	❖			
4		30%	41%	❖	❖	4	24%		❖	
5		❖	44%	53%	❖	5	❖			
6	❖	55%	53%	❖	6	❖				
<b>District Science Kit Assessments (FOSS Kits) (percent of students at standard)</b>		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%		❖
	2	92%	62%	60%	❖	2			81%	❖
	3	74%	89%	77%	❖	3			76%	❖
	4	76%	⊕	57%	❖	4			30%	❖
	5	72%	76%	66%	Mix 56%	5			69%	
6	100%	100%	96%	Nutri 100%	6	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.

<b>Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)</b>	
<ul style="list-style-type: none"> <li>• Book Study on Marzano’s: <i>Classroom Instruction that Works</i> )(1.4)</li> <li>• Vertical teams met to work on action plans (2.1)</li> <li>• Reviewed MSP writing released items for narrative writing (1.2)</li> <li>• Review of CEE data around staff climate (1.6)</li> <li>• Review thinking strategies and the application across content areas(1.1)</li> <li>• Met as grade level teams to review math assessment data (1.3)</li> <li>• Preparation for parent conferences and student progress discussions, as well as report cards(2.1)</li> <li>• Evaluate and examine CSIP goals – clarified and monitored progress (2.1)</li> <li>• Reviewed and handed out revised MSP Reading Stems (1.1)</li> </ul>	<p>Staff used the August days of collaboration to put together a CSIP that would allow us to support student learning at all levels in all curriculum areas. The staff works in vertical teams monthly to share new strategies and/or plan additional opportunities for teachers and students to learn. We are learning a lot from each other to improve student learning. An overarching component of all the action plans is our emphasis on effective effort. Staff is taking time to explicitly teach and support what effective effort looks like in their classroom or small group. In addition, staff is working together to intentionally create a more positive and supportive learning environment for both adults and students.</p>
<b>Summary Analysis of Parent &amp; Student Engagement Activities during Report Period (reference related action plan data)</b>	
<ul style="list-style-type: none"> <li>• Veteran’s Day Assembly(3.1)</li> <li>• Monthly PTO meetings (3.1)</li> <li>• Scholastic Book fair (profits went to teachers for books)(3.1)</li> <li>• Jefferson Triathlon raised \$6000 for additional learning opportunities (3.1)</li> <li>• Jefferson staff, PTO, and Light House Christian worked together to support 14 families and 37 students with gifts/Christmas dinner (3.1)</li> <li>• PTO movie dinner and movie night; Pastries for Parents (3.1)</li> <li>• October Open House and November Parent Conferences (3.1)</li> <li>• Student council elections completed and having monthly council meetings</li> <li>• Monthly High Five Assemblies with parents invited by personal phone calls</li> </ul>	<p>The Jefferson PTO and parents are critical to the success of our students. The goal of the PTO is to support the teaching and learning of students by providing additional opportunities to learn whether remediation or enrichment. Also, the PTO is working to schedule activities that families can attend together for little or no cost. The turnout at all of our events has been very high. Parents support helps our students be successful. This year we had 98% of our families participate in conferences. The open house was a success with little standing room left in the gym. As the year moves forward we continue to have families in crisis, but work with each family to help them access resources and support. We continue to look for community partners to help us in our work. We begin a partnership with the Coast Guard in February.</p>
<b>Summary Analysis of RTI activities during Report Period (reference related action plan data)</b>	
<ul style="list-style-type: none"> <li>• Support teachers/para-educators participated in training for Reading Mastery and Corrective Reading (programs for intensive RTI students)(1.1, 2.1)</li> <li>• Fall Benchmark DIBELS assessment completed in Sept. (1.1, 2.8)</li> <li>• Flexible RTI reading groups across all K-6<sup>th</sup> grade levels (1.1, 2.8)</li> <li>• Progress monitoring for all strategic/intensive students (1.1, 2.8)</li> <li>• Before/afterschool RTI reading groups to provide 2<sup>nd</sup> dose of intervention (2.8)</li> <li>• After-school homework club for 5<sup>th</sup> grade (2.8)</li> <li>• JOM/Native American specialist used weekly to support struggling students</li> <li>• Beginning speech RTI services for students in the area of speech</li> <li>• Use data to change student grouping for RTI literacy grades K-6 (2.8)</li> </ul>	<p>RTI continues to be a support for all students. Our main area of focus is reading. We are struggling to meet all the needs of our strategic students because of our .5 LST, but do the best we can to meet all of the needs. We have added a new component of assessment to our progress monitoring called the “DAZE”. This is another part of the DIBELS system. It allows us to monitor the comprehension of students in grades 3<sup>rd</sup>-6<sup>th</sup>. Another component of our reading plan is to provide more after school support for students who need more practice reading. We hope to begin this time in February. The staff is interested in learning ways to support students in the area of math. We will begin this support in the area of math facts. Freda will be helping our building begin the Math Facts Tutoring Program with our Coast Guard volunteers.</p>

**This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.**

PART 6: ACTION PLAN

## 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.

<b>DATA ANALYSIS</b>	% at standard on MSP 3 <sup>rd</sup> grade: 88.6% 4 <sup>th</sup> : 68.3%, 5 <sup>th</sup> :67.9% 6 <sup>th</sup> : 90.5% DRA: 1 <sup>st</sup> : 84%, 2 <sup>nd</sup> :84%, and K (blending 93%). Literary text strand data: 3 <sup>rd</sup> : 80.5%, 5 <sup>th</sup> 56.9%, 6 <sup>th</sup> : 73.2%.				
<b>STRATEGY</b>	Continue to identify and use best instructional reading practices with grades K-6th .				
<b>EVIDENCE OF ACHIEVEMENT</b>	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.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> 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 <sup>th</sup> .	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 type="checkbox"/>	On-going
Continue school wide RTI model.	Sept. 2010-June 2011	All staff	Instructional team	<input type="checkbox"/>	On-going
Design after-school reading opportunities for struggling students using community volunteers.	Nov. 2010-May 2011	Jefferson Reading Team (vertical team)	Instructional team	<input 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.

<b>DATA ANALYSIS</b>	4th Writing MSP: 62.5% at standard. 55.9% standard in COS, 35% gender gap favoring girls. Spring 2010: 3rd writing: 60% at standard ,				
<b>STRATEGY</b>	Continue to identify and use best instructional writing practices with grades K-6th .				
<b>EVIDENCE OF ACHIEVEMENT</b>	73% of students in 4 <sup>th</sup> 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 <sup>rd</sup> grade students at standard on EOY writing assessment, close gender gap to 0%				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> 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 type="checkbox"/>	Completed with narrative. Still need to do expository
Review and use strategies to help boy writers be more successful with prompt writing (review Fletcher book).	Sept. 2010-May 2011	All K-6 <sup>th</sup> teachers	Instructional team	<input type="checkbox"/>	
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 <sup>th</sup> teachers	Instructional team	<input type="checkbox"/>	On-going
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 type="checkbox"/>	On-going
Continue promoting effective effort in the classroom and school wide	Sept. 2010-June 2011	All staff	Instructional team	<input type="checkbox"/>	On-going

## ACTION PLAN

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

**OBJECTIVE 1.3** 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.

<b>DATA ANALYSIS</b>	Math 2010 MSP: 3 <sup>rd</sup> : 77.3%, 4 <sup>th</sup> : 68.3%, 5 <sup>th</sup> : 52.8%, 6 <sup>th</sup> : 66.7%.. Strand data for measurement, geometric sense, probability and statistics: 3 <sup>rd</sup> : 65.9%, 4 <sup>th</sup> : 73%, 5 <sup>th</sup> : 38%, 6 <sup>th</sup> : 55%.				
<b>STRATEGY</b>	Identify and use best instructional math strategies to support grade level standards.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2011 MSP.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
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 <sup>th</sup> .	Oct. 2010-June 2010	Michelle and Math team (vertical team)	Instructional team	<input type="checkbox"/>	Vertical team has met, but need to do whole staff.
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 type="checkbox"/>	Same as above
Staff collaborate to review MSP math released items	Nov. 2010	Michelle and Math team	Instructional team	<input type="checkbox"/>	Grade level teams have received materials.
Continue promoting effective effort in the classroom and school wide.	Sept. 2010-May 2011	All staff	Instructional team	<input type="checkbox"/>	On-going
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 type="checkbox"/>	On-going

## ACTION PLAN

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

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

<b>DATA ANALYSIS</b>	24.5% of 5th grade students met standard on 2010 Science MSP. Inquiry strand at 14%.				
<b>STRATEGY</b>	All staff will teach assigned Foss Science kits as indicated by the district/building schedule.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students in grade 5 will meet AYP standards on the 2011 Science MSP.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
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 <sup>th</sup> staff	Instructional team	<input type="checkbox"/>	Book study has begun
5 <sup>th</sup> 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 <sup>th</sup> grade team	Instructional team	<input 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 type="checkbox"/>	To be done in Feb/March
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"/>	To be done in Feb/March

## ACTION PLAN

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

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

<b>DATA ANALYSIS</b>	Jefferson’s average daily attendance for 2009-2010 school year was 95.3%, up from 95.17% .				
<b>STRATEGY</b>	Frequent communication with parents about supporting consistent attendance for their child.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Jefferson’s average daily attendance for 2010-2011 school year will be 96%				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Daily/weekly review of attendance records for absenteeism and tardies.	Sept. 2010-June 2011	Vicki, Cynthia, and Michelle	Site Team	<input type="checkbox"/>	On-going
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 type="checkbox"/>	On-going
Each month students with perfect attendance will be recognized in newsletter and in hallway display.	Sept. 2010-June 2011	Vicki	Michelle	<input type="checkbox"/>	On-going
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"/>	Yes we are☺
				<input type="checkbox"/>	

## ACTION PLAN

<b>GOAL 1</b>	Students and adults are engaged in powerful learning experiences appropriate to each individual.
<b>OBJECTIVE 1.6</b>	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.

<b>DATA ANALYSIS</b>	CEES in 2010 shows that 48% of staff feel there is a willingness to address conflict in our school				
<b>STRATEGY</b>	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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increase 2012 data to 85% of staff who feel there is a willingness to address conflict in our school				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
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 type="checkbox"/>	On-going
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.

<b>DATA ANALYSIS</b>	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.				
<b>STRATEGY</b>	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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increase to 80% on 2012 CEES survey for focused professional development.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> 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 type="checkbox"/>	On-going
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 type="checkbox"/>	On-going
The 2 <sup>nd</sup> 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 type="checkbox"/>	On-going
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 type="checkbox"/>	On-going

## ACTION PLAN

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

**OBJECTIVE 2.2** 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.

<b>DATA ANALYSIS</b>	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.				
<b>STRATEGY</b>	Set up the conditions and expectations of technology being used as a tool by all staff/ students and provide professional development.				
<b>EVIDENCE OF ACHIEVEMENT</b>	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.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
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 type="checkbox"/>	March LID ??
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 type="checkbox"/>	On-going
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 type="checkbox"/>	On-going
				<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.

<b>DATA ANALYSIS</b>	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.				
<b>STRATEGY</b>	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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	School board approval of coherent K-12 life skills standards and supplementary instructional materials.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Continue instruction of Life Skills curriculum at 6 <sup>th</sup> grade	April 2011-June 2011	Michelle	Michelle	<input type="checkbox"/>	
				<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.

<b>DATA ANALYSIS</b>	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 <sup>th</sup> .				
<b>STRATEGY</b>	RTI plan/process implemented school wide using student assessment data. More focus/resources given to intensive students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	AYP will be met in all MSP areas for 2010-2011 in grades 3 <sup>rd</sup> -6 <sup>th</sup> . 2009 EOY Dibel's data will show a decrease in % of students identified as intensive and strategic.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Provide training for all staff using intensive programs such as : Reading Mastery and Corrective Reading.	Sept. 10, Oct. 12 <sup>th</sup>	Michelle	Instructional team	<input checked="" type="checkbox"/>	
Use news DIBELS screener to do benchmark testing on Sept. 16 <sup>th</sup> /17 <sup>th</sup> .. Results shared with teachers on Sept. 21.	Sept. 16/17 <sup>th</sup>	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 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 type="checkbox"/>	Sept. 2010-done
Determine/schedule professional development to further develop instructional skills (templates, strategy training, etc.)	Oct. 2010-June 2011	Michelle and instructional team	Instructional team	<input type="checkbox"/>	AR, templates

## 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.

<b>DATA ANALYSIS</b>	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.				
<b>STRATEGY</b>	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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	2012 CEES Parent Survey: 88% community/parent involvement, Student Survey 70% Staff survey 80%.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
	Sept. 2010-Oct. 2010	All staff	Site team	<input type="checkbox"/>	
Site team is representative of parents and community members. Increase representation	Sept. 2010-June 2011	Michelle	Michelle	<input type="checkbox"/>	On-going
“Wolf News” in front hall with monthly updates. Monthly school newsletter. Events posted to web	Sept. 2010-June 2011	Michelle/Evan	Site Team	<input type="checkbox"/>	On-going
Lighthouse Christian Center adopting Jefferson Elementary to support teachers and students and provide support for learning.	Sept. 2010-June 2011	Michelle	Site Team	<input type="checkbox"/>	Lighthouse has not started their volunteering yet.
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 type="checkbox"/>	Coast Guard starting in Feb.
Enrichment clusters scheduled around assessment and instructional calendars with focus on community/parent volunteers to support small	Oct. 2010	Michelle/staff	Site Team	<input type="checkbox"/>	Clusters scheduled for May

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 <sup>rd</sup> -6 <sup>th</sup> grade teachers during Tuesday collaboration time.	<input checked="" type="checkbox"/>
\$1000	Guest teacher release time for assessment.	First and second grade teachers to administer DRA. (ongoing)	<input type="checkbox"/>
\$0 (Special Education and Title 1 Funded)	Reading Mastery Training and Corrective Reading – guest teacher pay	Coya Erickson, Hilka H., Michelle Olsen, Theresa Rothweiler, Mary Teel, Marsha Possinger	<input checked="" type="checkbox"/>
\$300	Supporting Struggling Readers in the Upper Grades, March 29 <sup>th</sup> , 2011, Seattle	Theresa Schmid	<input 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 type="checkbox"/>

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

**\$2434 School Staff Development Allocation**

✓ Source: School Budget Allocation