



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2009-10**

School _____ Jefferson Elementary School
Principal _____ Michelle Olsen

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input checked="" type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: DRA data : 1st: 84%, 2nd: 84%, 3rd: 84%. DIBELS data: K: 93%, 1st: 88%, 2nd: 81%, 3rd: 84%, 4th: 87%, 5th: 83%, 6th: 85%. We decreased the number of intensive students at the following grades: K: 8 to 3, 1st: 8 to 5, 3rd: 11 to 7. 249 medals given out for Books/Beyond with over 1,248,000 pages read during 09-10. Teachers analyzed RTI data on June 21 to id. what interventions were successful and what needs to be changed for 10-11 instruction.

Objective 1.2:
12% increase to 60% with 3rd grade spring writing scores. 53% of 5th/6th grade students met standard on spring writing assessment. All teachers in grades K-2 used the writing continuum to document student progress throughout the year. Primary teachers developed “writing buddies” with older students to work on organization and editing skills.

Objective 1.3: K-2nd teachers gave revised spring math assessments. K: 93%, 1st: 89%, 2: 76%. No spring assessments given to 3rd-6th as students took MSP. MSP data to be reviewed in the fall .Winter math benchmarks given, but data not reported given that there are no release items from the state and no district scores from last year to compare to. Teachers used data to guide instruction.

Objective 1.4: Science assessment scores are mixed. The earth science kit scores are the lowest of all the kits across 2nd-5th grade: 2nd: 60%, 3rd: 77%, 4th: 57%, 5th: 66%. These kits were taught during the MSP testing window. All 5th graders took MSP. We will review data in August, but feel that Foss kits and the kit assessments did not align with the content/difficulty of the MSP.

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

Objective 1.1: The data is still showing that we need to continue to examine best practices/programs to reach our intensive students. We saw positive results when intensive groups were 3 or less students and groups met at least twice in addition to classroom core. (These pieces will be more difficult to do next year with LST time at .5.) Time is also needed for SSR Parent support for reading at home continues to be a concern with strategic/intensive students.

Objective 1.2:
Teachers are having difficulty in finding enough time in the day to meet all of the students’ academic needs in reading, writing, math, and science. Many students in grades 3rd-6th are scoring a 4/6 on assessments, but they need more support/ work on COS in their writing to meet the standard of 5/6.

Objective 1.3: We piloted RTI math model w/ 4th grade. Students were put into flexible groups based on understanding of basic math concepts. Success of model will be reviewed once we have MSP data. It continues to be difficult to find enough time/ people to support this model. We have identified the continued need for a replacement curriculum for those students identified as intensive.

Objective 1.4: We continue to struggle to find enough time in the day for science instruction. We need to have MSP released items so that teachers and students have clearer targets. District grade level teams need to identify skill/concepts that are not being taught by the kits so that teachers can be given supplemental materials.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: 4 th /5 th grade teachers increased their skills in teaching multiple groups of benchmark/strategic students in RTI time. This will allow LST to work more with primary students. Reading nights for parents designed to help parents understand benefits of nightly reading and learn strategies to promote the love of reading in their families.	Objective 1.1: Next year we will continue with RTI reading at K-6 th grade. We will calendar RTI data reviews for all staff after DIBELS assessment so teachers can see progress (use data folders) and id. next steps for instruction. Give Books and Beyond updates every two months so parents know how their child is doing with at home reading. Nightly reading will be done at each grade.
Objective 1.2: Continue to use writing CBM at grades 3 rd -5 th as we saw students increase their writing fluency and confidence. (Review at the beginning of the year.) Students are still struggling with organization and elaboration. (Review with students and staff MSP writing released items so everyone is clear on the target.)	Objective 1.2: Next year we will review CBMs, MSP writing released items, arrange building/classroom schedules so that students are given more opportunities to be writers. OSPI modules will again be used to work with students on brainstorming and elaboration in grades 3 rd -5 th . Teachers would like to explore the Step Up to Writing Model which is being used at 5 th grade.
Objective 1.3: A RTI math model is needed to allow all students to be successful. Next steps: Review 4 th grade model, brainstorm models/schedules that allow for additional adults to support classroom teachers, receive professional development on ways to differentiate instruction for students, and have district support in identifying a replacement curriculum for intensive students.	Objective 1.3: We will seek out PD around differentiation strategies for math and other curriculum areas. We will work with adoption specialists/district grade level teams to find effective strategies to support students in becoming fluent with their math facts. We will continue to review math standards to ensure that our instruction with the Bridges curr. is aligned to the state standards.
Objective 1.4: We were able to provide real life connections to science within our community. 4 th grade worked with PC and the local fish hatchery to learn about salmon, raise them, and release them back to the wild. 5 th grade worked with the Marine Lab and Dungeness River Center to better understand our local environments. We will continue to pursue these partnerships.	Objective 1.4: Next year we will use collaboration time to better understand the science standards, the kits, and identify strategies we can use with students to help them be more prepared at 5 th grade to show what they know of science content and process.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (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	11.5	96.48%	0	0	0	0	6	95.31%	0	0	0	0	
1	14	94.62%	2	0	0	0	2.5	95.74%	2	0	0	0	
2	17	94.28%	2	0	0	0	9	95.67%	1	0	0	1	
3	15.5	95.27%	0	0	0	1	5.5	96%	1	0	0	0	
4	10	95.85%	3	0	0	0	6	95.45%	8	0	0	1	
5	11	95.32%	8	0	0	1	2.5	94.48%	4	0	0	0	
6	16	93.63%	10	0	0	0	6.5	94.84%	10	0	0	1	

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
		Reading					Reading			
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Jan/Mar. DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	91%	K	❖	❖	❖	93% blending
	1	49%	71%/80%	87%	❖	1	63%	64%/67%	84%	❖
	2	65%	69%/69%	65%	❖	2	67%	71%	84%	❖
	3	87%	87%	89%	79%	3	76%	93%	84%	57%
	4	78%	84%	❖	71%	4	97%	97%	❖	77%
	5	89%	89%	❖	96%	5	74%	74%	❖	82.7%
	6	84%	86%	❖	50%	6	91%	89%	❖	84%
	District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)		Writing			Math		Writing		
Grade		Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
K		❖	❖	84%	98%	K	❖	❖	❖	93%
1		❖	❖	❖	100%	1	❖	❖	❖	89%
2		❖	❖	❖	73%	2	❖	❖	❖	76%
3		❖	49%	54%	92%	3	❖	48%	60%	❖
4		16%	30%	WASL	24%	4	30%	41%	❖	❖
5		❖	50%	65%	46%	5	❖	44%	53%	❖
6		❖	52%	66%	47%	6	❖	55%	53%	❖
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	100%	100%	❖	❖	K	⊕	⊕	❖	❖
	1	96%	100%	100%	❖	1	96%	98%	96%	❖
	2	83%	76%	67%	❖	2	92%	62%	60%	❖
	3	83%	79%	85%	❖	3	74%	89%	77%	❖
	4	78%	80%	80%	❖	4	76%	⊕	57%	❖
	5	72%	63%	71%	64%	5	72%	76%	66%	Mix. 56%
	6	70%	70%	74%	95%	6	100%	100%	96%	Nutri 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 <i>Collaboration Time/Professional Development Activities</i> during Report Period (<i>reference related action plans</i>)	
<ul style="list-style-type: none"> *RTI data day in April with paras, teachers, specialists/ principal. Focus: review Progress monitor data and classroom performance to adjust groups (1.1, 1.6, 2.1) *Monthly para-educator meetings with principal (2.1) *District grade level meetings (1.1, 2.1) *Staff presentation on differentiation strategies and presentation on Purdue project by Michelle Reid (2.1) *Training given on newly purchased Accelerated Reader Program (2.1, 2.2) *June 21 day used to review EOY DIBELS data. Strengths/challenges identified along with ideas for next year. Teachers began looking at data for students coming to them in fall. They id. who are the intensive students and what are their gaps. 	<p>Staff collaboration time has been used to support our work with the RTI reading model. We found that having dedicated time with everyone helps us make better and more informed decisions about instruction. We also celebrated with each other when we observed student progress. We began a new strand of learning about differentiation. Staff is eager to learn about some of the strategies shared during our opening presentation. Differentiation will be a focus for us in the next school year. Technology is front and center as we just added a full lab to each end of our building allowing students access to use technology within all subject areas. Teachers want to learn new strategies to integrate and with our (3) tech grant winners we will continue this in the fall.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> *Books and Beyond Home reading awards assembly: 249 medals awarded, 1, 248,000 pages read over the past year. Partnerships with: Pool, Star Video, AppleBees, Masonic Lodge and Laurel Lanes. (1.1, 3.1) *Enrichment Clusters for all students in 1st-6th grade. 26 cluster choices. The largest number ever of parent/community volunteers. Clusters took place during May/June. Sponsored by PAEF grant. (3.1) *Book Fair sponsored by PTO (1.1, 3.1) *Field Day/Talent Show (3.1) *High 5 assemblies and end of year awards assembly (3.1) * 6th grade graduation and celebration at Sol Duc (1.6, 3.1) *PTO sponsored swim day (3.1) *Juan de Fuca Art Contest and field trip for all students (3.1) 	<p>The Jefferson PTO supported every learning project at Jefferson. The PTO purchased monitors, coordinated events, gave every teacher \$100 for supplies, bought medals for books and beyond, paid for field trips, organized volunteers for special events, purchased a school wide AR reading system to name just a few. This spirit of giving and wanting to improve the educational opportunities for all students continues to motivate other parents to join in the effort. The sense of community at Jefferson is our strength. We are tied to the community with our Books/Beyond program, our Enrichment clusters, our YMCA Mentoring Buddies, and our daily volunteers. We know it takes all of us working together to help every student be successful each day, and every year so that they will graduate ready for all that life may hold for them.</p>
Summary Analysis of <i>RTI activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> *Reviewed RTI during April data day (1.6, 2.1, 2.8) *Piloted math RTI at 4th grade prior to MSP testing (1.3) *Building reps. attended district RTI meeting once a month to share ideas and data about effectiveness of programs ((2.8) *Spring DIBELS completed on June 3rd and 4th (1.1, 2.1, 2.8) *Kindergarten teachers completed their first year of using RTI model (2.1, 2.8) *5th grade teachers merged strategic/benchmark groups to increase the rigor and relevance for all students. Contract, independent learning, and technology all used to support students reading to learn and using comprehension strategies. (2.8) *1st grade teachers observed kindergarten RTI model to review set up/size of groups as well as use of Readwell materials (2.8) 	<p>Jefferson staff is excited by the progress we see students making as we review our EOY data. The components that have made reading RTI successful need to be in place to have math be successful as well. We want to continue identifying strategies/models that will allow us to differentiate instruction for students in math across the different grades and levels. The need for curriculum materials to support strategic and intensive groups is a priority. The elementary principals will be meeting on a regular basis next year to share models/strategies/ materials that each building is using as well as data and progress that is observed. RTI is a model that puts students, assessment, and instruction together in a way that meets the needs of all students. We will work together to learn how to do RTI with math as well.</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.

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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Reviewing strategies in Jan./Feb.
Review use of WASL stems as applicable to the MSP	Nov. 2009-Dec. 2009	All Staff	Instructional team	<input checked="" type="checkbox"/>	Used across all grade levels

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 checked="" type="checkbox"/>	4 th grade team met with Teri Longin/Franklin
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 checked="" type="checkbox"/>	3 rd /4 th used modules
Identify writing strategies to help students organize their writing .	Oct. 2009 – Dec. 2009	All Staff	Principal	<input checked="" type="checkbox"/>	5 th grade using Step up to Writing
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 checked="" type="checkbox"/>	On-going at 3 rd -5th
Identify School-wide book study and use new learning to guide instruction.	Jan. 2010-February 2010	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 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 checked="" type="checkbox"/>	
Review new math standards as grade level team and share information with parents.	Sep. 2008 – January 2009	Certificated staff	Principal	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	4 th /5 th used informal assess.
Pilot RTI math (interventions/enrichments) for grades 4-5	Oct. 2009 – June 2010	4 th -5 th grade teachers/Instructional team	Instructional team	<input checked="" 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 checked="" type="checkbox"/>	Principal talked with other principal. Items sent in mail to review.

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 checked="" type="checkbox"/>	
Building science leader will support teachers with their instruction of FOSS Science Kits.	Sept. 2009 – June 2010	Sandi	Principal	<input checked="" type="checkbox"/>	
Teachers will use the science notebook strategy.	Sep. 2009– June 2010	All Teachers	Principal	<input checked="" type="checkbox"/>	
All classroom teachers will give assessments for each kit as called out by district grade level team. Results will be submitted to principal	Oct. 2009-June 2010	K-6 Teachers and Special Education Teachers	Principal	<input checked="" 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 checked="" type="checkbox"/>	Teachers met in grade level teams.

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 checked="" 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 checked="" type="checkbox"/>	
Each month students with perfect attendance will be recognized.	Oct. 2009-June 2010	Vicki Anderson, Cynthia Bear, Michelle Olsen	Site Team	<input checked="" 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 checked="" type="checkbox"/>	On-going. Principal using curr. with one 3 rd grade class.
				<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"/>	Revising in Sept. 2010
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 checked="" type="checkbox"/>	
Classified staff included in professional development as possible. Para meetings held monthly.	August 2008 – June 2009	Staff	Site Team	<input checked="" type="checkbox"/>	
Principal will meet with grade levels and specialists on a regular basis to monitor student progress and teacher needs/feedback.	Oct. 2009 – June 2010	Principal	Instructional team	<input checked="" 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 checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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 checked="" 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 checked="" 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 checked="" 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 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. 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 checked="" type="checkbox"/>	Using 09 information
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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	9/14 classrooms as of January using at least 1 program
School web site will be maintained by building tech and will be updated monthly.	Sept. 2009-June 2010	Tech coordinator	Principal/site team	<input checked="" type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 2.4 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 checked="" 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.

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 checked="" 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 checked="" type="checkbox"/>	We are meeting 1/month
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 checked="" 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 checked="" type="checkbox"/>	On-going before/after school in grade level teams
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 checked="" type="checkbox"/>	More template training needed

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 checked="" type="checkbox"/>	
Site team is representative of parents and community members. Increase parent members to three.	Oct. 2009 – Nov. 2009	Principal	Site Team	<input checked="" type="checkbox"/>	4 parents members which is up from 2
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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Scheduled for June. Received PAEF grant to fund.
Reading Strategy Nights, Science Nights, Math Nights, Book Swaps, PTO family nights, parenting classes offered.	Oct. 2009 – June 2010	Interested staff	Site Team	<input checked="" type="checkbox"/>	Parent ed Nov2009 Love/Logic Jan. Book swap/Jan

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"/>
\$400	To be determined staff wide book study to be completed during collaboration time	All certificated staff and interested classified staff	<input checked="" 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 ****no cost as no subs needed****	<input checked="" 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 checked="" 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 **Training provided by Coya, LST. In October 2009.	<input checked="" type="checkbox"/>
\$600	Differentiation Training in Sequim	Michelle, Coya, Leah, Christine, Rindy	<input checked="" 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 checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input checked="" type="checkbox"/>

\$2430.60

School Staff Development Allocation

✓ Source: School Budget Allocation