

Port Angeles School District

Jefferson Elementary School



Continuous
School Improvement Plan
2011-12

October 24, 2011

DIRECTIONS

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

PART 1: VISION, MISSION, AND BELIEFS

Define your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: STRATEGIC GOALS

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

PART 5: STRATEGIC OBJECTIVES

Establish building-level objectives to meet major goal expectations.

PART 6: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 33.

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

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

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

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

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

PART 10: TECHNOLOGY SUMMARY

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

PART 11: SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by August 31, 2011.

The final plan is due to the superintendent by September 19, 2011. Schools will report progress on January 9, 2012, April 9, 2012, and finally for the year on June 25, 2012.

PART 12: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on September 19, 2011

PART 13: APPENDICES

VISION AND MISSION

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

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

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

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

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

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

DATA ANALYSIS

WASL/MSP DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Reading 3: % of students at each level									
Level 1:		0.0%	2.2%	6.3%	0.0%	4.5%	0%	0%	0%
Level 2:		26.3%	10.9%	12.5%	0.0%	6.8%	10%	6.1%	0%
Level 3:		34.2%	21.7%	31.3%	35.9%	38.6%	30%	30.6%	25%
Level 4:		39.5%	58.7%	47.9%	64.1%	50%	60%	63.3%	75%
WASL/MSP Reading 3: % Meeting Standard:		73.7%	87.0%	79.2%	100%	88.6%	90%	93.9%	100%
% Not Meeting Standard:		26.3%	13.0%	20.8%	0.0%	11.4%	10%	6.1%	0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Math 3: % of students at each level									
Level 1:		5.3%	8.7%	10.4%	2.6%	6.8%	5%	2%	0%
Level 2:		18.4%	10.9%	6.3%	10.3%	15.9%	15%	26.5%	19.1%
Level 3:		50.0%	43.5%	52.1%	41.0%	63.7%	45%	53.1%	35.9%
Level 4:		26.3%	32.6%	29.2%	46.2%	13.6%	35%	18.4%	45%
WASL/MSP Math 3: % Meeting Standard:		76.3%	80.4%	81.3%	87.2%	77.3%	80%	71.4%	80.9%
% Not Meeting Standard:		23.7%	19.6%	18.8%	12.8%	22.7%	20%	28.6%	19.1%

PART 2: DATA ANALYSIS

WASL/MSP DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Reading 4: % of students at each level									
Level 1:	2.3%	0.0%	0.0%	3.6%	3.8%	0%	0%	3.9%	0%
Level 2:	4.5%	2.7%	2.3%	8.9%	26.4%	24.4%	10%	25.5%	10%
Level 3:	52.3%	51.4%	61.4%	37.5%	45.3%	36.6%	40%	37.2%	40%
Level 4:	40.9%	45.9%	36.4%	46.4%	24.5%	31.7%	50%	33.3%	50%
WASL/MSP Reading 4: % Meeting Standard:	93.2%	97.2%	97.7%	85.7%	69.8%	68.3%	90%	70.6%	90%
% Not Meeting Standard:	6.8%	2.7%	2.3%	14.3%	30.2%	31.7%	10%	29.4%	10%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Writing 4: % of students at each skill									
Conventions:	86.4%	68.4%	59.1%	92.0%	72.5%	88.2%	90%	64%	90%
Content, Organization, and Style:	52.3%	52.6%	47.7%	66.0%	35.3%	55.9%	66%	74%	75%
WASL/MSP Writing 4: % Meeting Standard:	59.1%	57.8%	54.5%	71.4%	50.9%	62.5%	73%	62.7%	75.1%
% Not Meeting Standard:	40.9%	42.1%	45.5%	28.6%	49.1%	37.5%	27%	37.3%	24.9%

WASL/MSP DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Math 4:									
% of students at each level									
Level 1:	11.4%	0.0%	11.6%	12.5%	24.5%	4.9%	5%	17.6%	5%
Level 2:	13.6%	13.2%	11.6%	19.6%	26.4%	19.5%	15%	7.8%	12%
Level 3:	27.3%	44.7%	30.2%	30.4%	20.8%	41.5%	50%	47.1%	38%
Level 4:	47.7%	42.1%	46.5%	35.7%	26.4%	26.8%	30%	27.5%	45%
WASL/MSP Math 4:									
% Meeting Standard:	75.0%	86.8%	76.7%	66.1%	49.1%	68.3%	80%	74.5%	83%
% Not Meeting Standard:	25.0%	13.1 %	23.3%	33.9%	50.9%	31.7%	20%	25.5%	17%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Science 5:									
% of students at each level									
Level 1:	21.2%	15.4%	5.9%	18.2%	14.0%	35.8%	10%	2.2%	0%
Level 2:	38.5%	39.4%	32.4%	36.4%	37.2%	39.6%	30%	17.8%	15%
Level 3:	34.6%	46.2%	58.8%	34.1%	44.2%	22.6%	50%	46.6%	55%
Level 4:	5.8%	0.0%	2.9%	9.1%	4.7%	1.9%	10%	33.3%	35%
WASL/MSP Science 5:									
% Meeting Standard:	40.4%	46.2%	61.8%	45.5%	48.8%	24.5%	60%	80%	85%
% Not Meeting Standard:	59.6%	53.8%	38.2%	54.5%	51.2%	75.5%	40%	20%	15%

WASL/MSP DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Reading 5: % of students at each level									
Level 1:		0.0%	2.9%	2.3%	0.0%	5.7%	0%	2.2%	0%
Level 2:		15.0%	0.0%	11.4%	14.0%	26.4%	10%	22.2%	17.8%
Level 3:		32.5%	50.0%	36.4%	32.6%	28.3%	40%	31.1%	32.2%
Level 4:		50.0%	47.1%	50.0%	53.5%	39.6%	50%	42.2%	50%
WASL/MSP Reading 5: % Meeting Standard:		85.0%	97.1%	86.4%	86.0%	67.9%	90%	73.3%	82.2%
% Not Meeting Standard:		15.0%	2.9%	13.6%	14.0%	32.1%	10%	26.7%	17.8%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Math 5: % of students at each level									
Level 1:		15.4%	2.9%	13.6%	7.0%	30.2%	5%	8.9%	5%
Level 2:		23.1%	8.8%	11.4%	18.6%	17%	15%	24.4%	18%
Level 3:		38.5%	50.0%	43.2%	20.9%	35.8%	30%	44.4%	42%
Level 4:		23.1%	38.2%	31.8%	51.2%	17%	50%	22.2%	35%
WASL/MSP Math 5: % Meeting Standard:		61.5%	88.2%	75.0%	74.4%	52.8%	80%	66.7%	77%
% Not Meeting Standard:		38.5%	11.8%	25.0%	25.6%	47.2%	20%	33.3%	23%

WASL/MSP DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Reading 6: % of students at each level									
Level 1:		0.7%	0.0%	2.2%	5.0%	2.4%	0%	2%	0%
Level 2:		20.9%	0.0%	17.4%	17.5%	7.1%	10%	20%	14.4%
Level 3:		56.9%	0.0%	43.5%	55.0%	69.1%	55%	60%	40.6%
Level 4:		19.6%	0.0%	37.0%	22.5%	21.4%	35%	18%	45%
WASL/MSP Reading 6: % Meeting Standard:		77.1%	0.0%	80.4%	77.5%	90.5%	90%	78%	85.6%
% Not Meeting Standard:		22.9%	0.0%	19.6%	22.5%	9.5%	10%	22%	14.4%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Math 6: % of students at each level									
Level 1:		13.7%	0.0%	19.6%	20.5%	14.3%	5%	29.4%	5%
Level 2:		28.8%	0.0%	34.8%	17.9%	19%	15%	25.5%	25%
Level 3:		32.0%	0.0%	32.6%	33.3%	47.6%	50%	29.4%	37%
Level 4:		24.8%	0.0%	13.0%	28.2%	19%	30%	13.7%	30%
WASL/MSP Math 6: % Meeting Standard:		56.9%	0.0%	45.7%	61.5%	66.7%	80%	43.1%	70%
% Not Meeting Standard:		43.1%	0.0%	54.3%	38.5%	33.3%	20%	56.9%	30%

PART 2: DATA ANALYSIS

WASL/MSP READING ACHIEVEMENT PROFILE

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

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

Grade 3	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	76.1%	82.6%	n/a	78.3%	69.6%	n/a
2008	76.1%	80.4%	n/a	63.0%	78.3%	n/a
2009	94.9%	92.3%				
2010	85.4%	90.2%	80.5%	82.9%		
2011 Exp	Comprehension	Analysis	Literary Text	Information Text		
2011	89.8%	85.7%	93.9%	91.8%		
2012 Exp	100%	100%	100%	100%		

Instructional Implications (including reference to applicable Action Plan): 93.9% meeting standard, 0% level 1, 63.3% level 4 and 2/3 IEP meeting standard. This grade level will continue to work on informational text and also analysis by using the MSP stem questions across the curriculum areas. The focus in reading will be to use the new Houghton Mifflin series with fidelity. In addition, students will continue to be provided opportunities to improve their reading skills: multiple times for reading (independent, buddy, volunteer, use of Time/National Geographic Magazine to support informational text learning experiences, and intentional use of the RTI model to support all students at their instructional level. An additional school wide focus is to create more reading opportunities for students outside of the school day beginning with afterschool reading clubs and promotion of the Books and Beyond Home Reading Incentive Program. Additionally, students will learn about effective effort and how using it can improve their learning.

WASL/MSP READING ACHIEVEMENT PROFILE

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

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

Grade 4	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	81.8%	81.8%	n/a	68.2 %	70.5%	n/a
2008	81.1%	77.4%	n/a	81.1%	86.8%	n/a
2009	69.2%	71.2%				
2010	64.9%	62.2%	78.4%	67.6%		
2011 Exp	Comprehension	Analysis	Literary Text	Information Text		
2011	66.7%	56.9%	72.5%	66.7%		
2012 Exp	90%	90%	90%	90%		

Instructional Implications (including reference to applicable Action Plan): 70.6% at standard, 33.3% at level 4 and 3/5 IEP students meeting standard. This grade level will continue to work on informational text and also analysis by using the MSP stem questions across the curriculum areas. The focus in reading will be to use the new Houghton Mifflin series with fidelity. In addition, students will continue to be provided opportunities to improve their reading skills: multiple times for reading (independent, buddy, volunteer), use of Scholastic/National Geographic Magazine to support informational text learning experiences, and intentional use of the RTI model to support all students at their instructional level. An additional school wide focus is to create more reading opportunities for students outside of the school day and by promotion of the Books and Beyond Home Reading Incentive Program. Additionally, students will learn about effective effort and how using it can improve their learning.

PART 2: DATA ANALYSIS

WASL/MSP READING ACHIEVEMENT PROFILE

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

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

Grade 5	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	70.6%	76.5%	n/a	85.3%	88.3%	n/a
2008	69.0%	81.0%	n/a	85.7%	85.7%	n/a
2009	81.8%	81.8%				
2010	66.7%	72.5%	56.9%	72.5%		
2011 Exp	Comprehension	Analysis	Literary Text	Information Text		
2011	75%	63.6%	63.6%	61.4%		
2012 Exp	82.2%	82.2%	82.2%	82.2%		

Instructional Implications (including reference to applicable Action Plan): 5th Reading MSP: 73.3% , 0% level 1 (CE), 42.2% level 4, 2/3 IEP students. This grade level will continue to work on informational text and also analysis by using the MSP stem questions across the curriculum areas. The focus in reading will be to use the new Houghton Mifflin series with fidelity. In addition, students will continue to be provided opportunities to improve their reading skills: multiple times for reading (independent, buddy, volunteer, use of Time Magazine to support informational text learning experiences, and intentional use of the RTI model to support all students at their instructional level. An additional school wide focus is to create more reading opportunities for students outside of the school day beginning with afterschool reading clubs and promotion of the Books and Beyond Home Reading Incentive Program. Additionally, students will learn about effective effort and how using it can improve their learning.

PART 2: DATA ANALYSIS

WASL/MSP READING ACHIEVEMENT PROFILE

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

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

Grade 6	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	0.0%	0.0%	n/a	0.0%	0.0%	n/a
2008	78.3%	84.8%	69.6%	71.7%	78.3%	73.9%
2009	60.5%	69.8%	79.1%			
2010	90.2%	73.2%	73.2%	85.4%		80.5%
2011 Exp	Comprehension	Analysis	Literary Text	Information Text		90%
2011	70%	66%	72%	66%		72%
2012 Exp	85.6%	85.6%	85.6%	85.6%		85.6%

Instructional Implications (including reference to applicable Action Plan): 6th: 78% Reading MSP (cohort increase of 10.1%), 2% level 1, 2/5 IEP students passing. This grade level will continue to work on informational text and also analysis by using the MSP stem questions across the curriculum areas. The focus in reading will be to use the new Holt McDougal series with fidelity. In addition, students will continue to be provided opportunities to improve their reading skills: multiple times for reading (independent, buddy, volunteers), use of Scholastic Magazine to support informational text learning experiences. Students will also be asked to participate in Books and Beyond, a home reading incentive program. Additionally, students will learn about effective effort and how using it can improve their learning.

WASL/MSP MATHEMATICS ACHIEVEMENT PROFILE

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

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

Grade 3	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	68.9%	71.1%	82.2%	66.7%	75.6%	73.3%	88.9%	71.1%
2008	67.4%	71.7%	69.6%	65.2%	78.3%	73.9%	67.4%	65.2%
2009	86.8%					78.9%		
2010	75.6%	65.9%	75.6%	70.7%				
2011 Exp	Number/Algebraic Sense	Measure./Geometric Sense/ Probability Statistics	Problem Solving Reasoning	Procedures Concepts				
2011	65.3%	73.5%	59.2%	73.5%				
2012 Exp	81.9%	81.9%	81.9%	81.9%				

Instructional Implications (including reference to applicable Action Plan): 71.4% at standard. 2/2 special ed. students met standard. 2% level 1. Strength: Measurement/geometric etc. Number sense down from previous year. Teachers will review grade level standards in these areas of concern: Number/Algebraic Sense so that instruction is aligned to standards. Staff will review release items during collaboration time to clearly id. targets. All components of Number corner will be used. Effective effort will be taught and used to help students achieve. Volunteers will be used to help students master the understanding of their facts.

WASL/MSP MATHEMATICS ACHIEVEMENT PROFILE

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

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

Grade 4	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	53.5%	55.8%	81.4%	69.8%	44.2%	79.1%	76.7%	37.2 %
2008	56.9%	72.5%	78.4%	35.3%	51.0%	70.6%	68.6%	74.5%
2009	46.0%					40.0%		
2010	62.2%	73.0%	70.3%	67.6%				
2011 Exp	Number/Algebraic Sense	Measure./Geo Sense/ Probability Statistics	Problem Solving Reasoning	Procedures Concepts				
2011	62.7%	72.5%	66.7%	76.5%				
2012 Exp	83%	83%	83%	83%				

Instructional Implications (including reference to applicable Action Plan): 74.5% (district high), 27.5% level 4, 1/5 IEP students passed. Strength: Measure./Geo. Sense/Probability/Statistics. Area of focus: Number/Algebraic Sense and problem solving. Staff will review release items during collaboration time to clearly id. targets. All components of Number corner will be used. Effective effort will be taught and used to help students achieve. Volunteers will be used to help students master the understanding of their facts.

WASL/MSP MATHEMATICS ACHIEVEMENT PROFILE

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

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

Grade 5	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	79.4%	64.7%	64.7%	70.6%	58.8%	82.4%	85.3%	73.5%
2008	69.0%	59.5%	61.9%	66.7%	76.2%	81.0%	83.3%	66.7%
2009	73.8%					76.2%		
2010	62%	38%	48%	58%				
2011 Exp	Number/Algebraic Sense	Measure./Geo Sense/ Probability Statistics	Problem Solving Reasoning	Procedures Concepts				
2011	68.9%	66.7%	60%	62.2%				
2012 Exp	77%	77%	77%	77%				

Instructional Implications (including reference to applicable Action Plan):

66.7% at standard, 6.7% level 1(CE), 22.2% level 4, 0/3 IEP students met standard. Area of strength: Number/Algebraic Sense. Area of focus: problem solving/reasoning Staff will review release items during collaboration time to clearly id. targets. All components of Number corner will be used. Effective effort will be taught and used to help students achieve. Volunteers will be used to help students master the understanding of their facts.

PART 2: DATA ANALYSIS

WASL/MSP MATHEMATICS ACHIEVEMENT PROFILE

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

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

Grade 6	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	62.4%	46.1%	65.2%	46.5%	58.5%	42.6%	54.3%	43.3%
2008	37.8%	57.8%	37.8%	62.2%	60.0%	64.4%	60.0%	28.9%
2009	48.8%					65.9%		
2010	70%	55%	72.5%	62.5%				
2011 Exp	Number/Algebraic Sense	Measure./Geo Sense/ Probability Statistics	Problem Solving Reasoning	Procedures Concepts				
2011	42%	44%	48%	38%				
2012 Exp	70%	70%	70%	70%				

Instructional Implications (including reference to applicable Action Plan): 43.1% at standard, 0/3 IEP met standard. This year’s 6th grade had 0/3 IEP students at standard last year so the RTI focus will be in math. IEP students will receive the core instruction and in addition will receive 35 minutes/4 days a week of additional instruction using supplemental materials focusing on IEP goals, facts, and problem solving strategies. All other students will receive either enrichment opportunities or problem solving strategies/practice along with support to successfully complete their daily math homework.

WASL/MSP SCIENCE ACHIEVEMENT PROFILE

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

Grade 5	Science Content				
	Properties of Systems	Structure of Systems	Changes in Systems	Inquiry in Science	Designing Solutions
	Systems	Inquiry	Application		
2007 – State	34.3%	32.5%	40.5%	n/a	n/a
2007 – Jefferson	50.0%	44.1%	52.9%	n/a	n/a
2008 – State	38.2%	45.2%	48.0%	n/a	n/a
2008 – Jefferson	38.1%	52.4%	50.0%	n/a	n/a
2009 – State	52%	48%	55%	n/a	n/a
2009 – Jefferson	56.8%	40.9%	38.6%		
2010 – State	60%	60%	60%	Domains of Science	
2010 – Jefferson	32%	14%	32%		
2011 – State	60%	60%	60%		
2011 – Jefferson	86.7%	48.9%	68.9%	82.2%	
2012 – Exp	90%	55%	71%	85%	

Instructional Implications (including reference to applicable Action Plan):

80% MSP results, 3-year trend 10% or less gender gap, 33% level 4. The “inquiry” strand continues to need support. 4th and 5th grade teachers will continue to find learning opportunities around the community that support a hands on and fun approach to learning about science. 5th grade teachers will use Time Magazine to make connections about scientific learning. PTO will support the implementation of a science fair for grades 4th-6th.

WASL/MSP GENDER DISAGGREGATION DATA

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

GENDER	GRADE 3 READING							GRADE 3 MATH						
	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.
Male	81.8	76.9	100%	84%	100%	88%	100%	81.8%	80.8%	93.3%	84%	80%	56%	80.9%
Female	91.7	81.8	100%	94%	100%	100%	100%	75.0%	81.8%	83.3%	72%	80%	83.3%	84%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.
Male	95.2	87.5	66.7%	75%	90%	76.4%	90%	80.0%	65.6%	59.3%	75%	80%	75%	83%
Female	100%	83.3	73.1%	72%	90%	86.9%	90%	73.9%	66.7%	38.5%	68%	80%	73.9%	83%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.
Male	42.9	68.8	37.0%	42%	80%	50%	83%	80.0%	30.4%	48.0%	21%	80%	94.4%	95%
Female	65.2	75.0	65.4%	77%	80%	82.6%	83%	47.4%	61.9%	50.0%	28%	80%	85.1%	95%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.
Male	93.3	78.3	88.0%	68%	90%	88.8%	90%	93.3%	69.6%	68.0%	53%	80%	88.8%	90%
Female	100%	95.2	83.3%	66%	90%	74%	90%	84.2%	81.0%	83.3%	52%	80%	66.6%	90%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp.
Male	0.0%	63.6	68.2%	92%	90%	85.7%	86%	0.0%	31.8%	61.9%	76%	80%	39.2%	90%
Female	0.0%	95.8	88.9%	86%	90%	68.1%	86%	0.0%	58.3%	61.1%	46%	80%	50%	90%

ESEA DISAGGREGATED DATA TABLE

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

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

GROUP	READING						MATH					
	2010			2011			2010			2011		
GRADE 3	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target me/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	48	100.0 %	48	34	90%	32	48	90%	43	34	85%	29
American Indian	2	100.0 %	n<10	2	90%	n<10	2	90%	n<10	2	85%	n<10
Asian/Pacific Islander	1	100.0 %	n<10	0	90%	n<10	1	90%	n<10	0	85%	n<10
Black	2	100.0 %	n<10	0	90%	n<10	2	90%	n<10	0	85%	n<10
Hispanic	3	100.0 %	n<10	1	90%	n<10	3	90%	n<10	1	85%	n<10
White	40	100%	40	28	90%	25	40	90%	36	28	85%	24
Male	25	100.0 %	25	16	90%	14	25	90%	22	16	85%	14
Female	23	100.0 %	23	18	90%	16	23	90%	21	18	85%	15
Disabled	6	n<10	n<10	3	90%	n<10	6	90%	n<10	3	85%	n<10
LEP	1	n<10	n<10	1	90%	n<10	1	90%	n<10	1	85%	n<10
Low SES	27	100.0 %	27	27	90%	24	27	90%	24	27	85%	23

PART 2: DATA ANALYSIS

ESEA DISAGGREGATED DATA TABLE

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

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

GROUP	READING						MATH					
	2010			2011			2010			2011		
GRADE 4	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Head- count	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	41	90%	36	48	90%	43	41	70%	28	48	85%	41
American Indian	2	90%	n<10	3	90%	n<10	2	70%	n<10	3	85%	n<10
Asian/Pacific Islander	0	90%	n<10	0	90%	n<10	0	70%	n<10	0	85%	n<10
Black	3	90%	n<10	2	90%	n<10	3	70%	n<10	2	85%	n<10
Hispanic	2	90%	n<10	0	90%	n<10	2	70%	n<10	0	85%	n<10
White	33	90%	30	40	90%	36	33	70%	21	40	85%	34
Male	19	90%	17	22	90%	20	19	70%	13	22	85%	19
Female	22	90%	20	26	90%	23	22	70%	15	26	85%	22
Disabled	5	90%	n<10	6	90%	n<10	5	70%	n<10	6	85%	n<10
LEP	2	90%	n<10	1	90%	n<10	2	70%	n<10	1	85%	n<10
Low SES	22	90%	20	32	90%	29	22	70%	15	32	85%	27

ESEA DISAGGREGATED DATA TABLE

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

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

GROUP	READING						MATH					
	2010			2011			2010			2011		
	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
GRADE 5												
All students	56	90%	50	48	90%	43	56	80%	45	48	85%	41
American Indian	0	90%	n<10	0	90%	n<10	0	80%	n<10	0	85%	n<10
Asian/Pacific Islander	0	90%	n<10	1	90%	n<10	0	80%	n<10	1	85%	n<10
Black	0	90%	n<10	0	90%	n<10	0	80%	n<10	0	85%	n<10
Hispanic	3	90%	n<10	1	90%	n<10	3	80%	n<10	1	85%	n<10
White	51	90%	45	39	90%	35	51	80%	41	39	85%	33
Male	33	90%	30	22	90%	20	33	80%	26	22	85%	19
Female	23	90%	21	26	90%	23	23	80%	18	26	85%	22
Disabled	9	90%	n<10	8	90%	n<10	9	80%	n<10	8	85%	n<10
LEP	1	90%	n<10	1	90%	n<10	1	80%	n<10	1	85%	n<10
Low SES	33	90%	30	27	90%	24	33	80%	26	27	85%	23

ESEA DISAGGREGATED DATA TABLE

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

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

GROUP	READING						MATH					
	2010			2011			2010			2011		
GRADE 6	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	46	90%	41	35	90%	31	46	75%	34	35	85%	30
American Indian	6	90%	n<10	2	90%	n<10	6	75%	n<10	2	85%	n<10
Asian/Pacific Islander	2	90%	n<10	1	90%	n<10	2	75%	n<10	1	85%	n<10
Black	1	90%	n<10	2	90%	n<10	1	75%	n<10	2	85%	n<10
Hispanic	2	90%	n<10	2	90%	n<10	2	75%	n<10	2	85%	n<10
White	35	90%	31	9	90%	n<10	35	75%	26	9	85%	n<10
Male	29	90%	26	12	90%	11	29	75%	22	12	85%	10
Female	17	90%	15	23	90%	21	17	75%	13	23	85%	20
Disabled	5	90%	n<10	8	90%	n<10	5	75%	n<10	8	85%	n<10
LEP	0	90%	n<10	1	90%	n<10	0	75%	n<10	1	85%	n<10
Low SES	31	90%	28	22	90%	20	31	75%	23	22	85%	19

PART 2: DATA ANALYSIS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

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

Category	2007	2009	2010	2011 Exp	2011	2012 Exp		2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	85%	<u>91%</u>	81%	92%			Frequent Monitoring of Teaching and Learning	80%	68%	63%	80%		
Effective School Leadership	89%	<u>89%</u>	80%	90%			Focused Professional Development	68%	<u>71%</u>	59%	80^		
High Standards & Expectations	71%	56%	62%	75%			Curric., Instruct., and Assess. Aligned with Standards	74%	72%	76%	80%		
High Levels of Collaboration and Communication	69%	<u>73%</u>	62%	75%			High Levels of Community & Parent Involvement	75%	72%	65%	80%		
Supportive Learning Environment	83%	80%	75%	85%			Staff Willingness to Change	98%	<u>100%</u>	88%	100%		

PART 2: DATA ANALYSIS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

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

Category	2007	2009	2010	2011 Exp	2011	2012 Exp	Category	2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	77%	<u>79%</u>	88%	90%			Frequent Monitoring of Teaching and Learning	84%	78%	80%	85%		
Effective School Leadership	92%	84%	86%	92%			Focused Professional Development	❖	❖	❖	❖		
High Standards & Expectations	93%	89%	89%	90%			Curric., Instruct., and Assess. Aligned with Standards	88%	80%	84%	88%		
High Levels of Collaboration and Communication	87%	82%	87%	90%			High Levels of Community & Parent Involvement	82%	75%	83%	88%		
Supportive Learning Environment	88%	82%	85%	905			Staff Willingness to Change	❖	❖	❖	❖		

PART 2: DATA ANALYSIS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

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

Category	2007	2009	2010	2011 Exp	2011	2012 Exp	Category	2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	84%	75%	72%	80%			Frequent Monitoring of Teaching and Learning	83%	75%	72%	80%		
Effective School Leadership	83%	68%	62%	85%			Focused Professional Development	❖	❖	❖	❖		
High Standards & Expectations	96%	91%	90%	95%			Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖		
High Levels of Collaboration and Communication	76%	69%	62%	75%			High Levels of Community & Parent Involvement	73%	65%	62%	70%		
Supportive Learning Environment	83%	71%	66%	80%			Staff Willingness to Change	❖	❖	❖	❖		

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2010-2011					Expected Results for 2011-2012						
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)	Reading					Reading						
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Jan/Mar DRA	Spring DRA	District Benchmark		
	K	❖	❖	❖	Blending 97%	K	❖	❖	❖	Blending 97%		
	1	56%	69%/87%	88%	❖	1	65%	75%/88%	90%	❖		
	2	78%	74%/72%	88%	❖	2	78%	80%/85%	90%	❖		
	3	62%	78%	❖	64%	3	85%	90%	❖	75%		
	4	80%	84%	❖	80%	4	85%	90%	❖	80%		
	5	83%	86%	❖	95%	5	85%	90%	❖	95%		
6	73%	87%	❖	42%	6	80%	85%	❖	60%			
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)	Writing				Math	Writing				Math	Writing	Mat
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark		
	K	❖	❖	❖	97%	K	❖	❖	❖	97%		
	1	❖	❖	❖	98%	1	❖	❖	❖	98%		
	2	❖	❖	❖	66%	2	❖	❖	❖	80%		
	3	❖	44%	84%	52%	3	❖	50%	85%	55%		
	4	24%	22%	❖	18%	4	70%	75%	❖	50%		
	5	❖	47%	62%	41%	5	❖	75%	80%	50%		
6	❖	69%	88%	12%	6	❖	75%	90%	50%			
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	98%	98%	98%	❖	1	98%	98%	98%	❖		
	2	78%	90%	81%	❖	2	80%	90%	83%	❖		
	3	81%	96%	76%	❖	3	82%	96%	77%	❖		
	4	76%	75%	30%	❖	4	77%	77%	75%	❖		
	5	68%	73%	69%	60%	5	75%	75%	75%	75%		
6	72%	92%	98%	100%	6	75%	93%	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.

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2010-11 (EOY)							Internal Assessment Results for 2011-12 (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	94.06%	0	0	0	0	K						
1	7	95.20%	7	0	0	1	1						
2	7.5	95.86%	0	0	0	0	2						
3	13	96.64%	3	0	0	1	3						
4	8	95.93%	7	0	0	0	4						
5	10.5	95.90%	3	0	0	1	5						
6	11	94.17%	5	0	0	0	6						

Instructional Implications (including reference to applicable Action Plan):
 We plan to reduce the number of unexcused absences from 68.5 to 50. We will do this by clearly communicating the expectations and importance of good attendance with families. Each month we will recognize students who have perfect attendance by listing their name in our newsletter and on the attendance display in the hallway. Students who have excessive absences or tardies will be sent updates, followed by a phone call to talk about how to solve problems getting in the way of good attendance. The principal will continue to collaborate with community partners to support families in coming to school. If after collaboration and support no improvement is seen then parents will be taken to truancy court for court action to support improved student attendance.

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your grade level and which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary								
Attendance Report	Percent of students present per day (2010-11).	95.39% avg. daily attendance								
Unexcused Absences	Total number of absences not excused (2010-11).	68.5 days								
Discipline Report	Summary of discipline activity for the building (2010-11).	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Drugs/Alcohol: 0</td> <td style="width: 50%;">Court Petitions: 3</td> </tr> <tr> <td>Tobacco: 0</td> <td>Expulsions: 0</td> </tr> <tr> <td>Weapons: 0</td> <td>Short-term Suspensions: 25</td> </tr> <tr> <td>Fighting/Assaults: 14</td> <td>Long-term Suspensions: 0</td> </tr> </table>	Drugs/Alcohol: 0	Court Petitions: 3	Tobacco: 0	Expulsions: 0	Weapons: 0	Short-term Suspensions: 25	Fighting/Assaults: 14	Long-term Suspensions: 0
Drugs/Alcohol: 0	Court Petitions: 3									
Tobacco: 0	Expulsions: 0									
Weapons: 0	Short-term Suspensions: 25									
Fighting/Assaults: 14	Long-term Suspensions: 0									
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2010-11).	60.2% (May 2011)								
Gender Report	Number of male and female students as reported by the 2010-11 OSPI School Report Card	Males: 51.8% Females: 48.2%								
Ethnicity Report	Percent of students by ethnic groups as reported by the 2010-11 OSPI School Report Card	American Indian or Alaskan Native: 2.7% Asian or Pacific Islander: 1.5% Black: .9% Hispanic: 7.5% White: 76.5%								
Drop-Out Rate	Percent of students listed as drop-outs in the 2010-11 OSPI School Report Card	n/a								
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2010-11 OSPI School Report Card	n/a								
Staff Report	Staff demographic data as reported in the 2010-11 OSPI School Report Card	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Headcount: 22</td> <td style="width: 50%;">Average Years of Exp: 13.8</td> </tr> <tr> <td>Overall Ratio: 1 to 15</td> <td>Percent ≥ a Master’s Degree: 81.8</td> </tr> </table>	Headcount: 22	Average Years of Exp: 13.8	Overall Ratio: 1 to 15	Percent ≥ a Master’s Degree: 81.8				
Headcount: 22	Average Years of Exp: 13.8									
Overall Ratio: 1 to 15	Percent ≥ a Master’s Degree: 81.8									

AREAS OF STRENGTH AND IMPROVEMENT

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

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>3rd-6th outperformed state in 9/10 areas, district 6/10 areas.</p> <p>3rd-6th Math Strand: Measurement 3rd Math MSP: 2% level 1 3rd grade IEP: 2/2 passed Math MSP, 2/3 Reading MSP 4th Math MSP: 74.5% (district high), 27.5% level 4 5th Math MSP: 6.7% level 1(CE), 22.2% level 4</p> <p>3rd-6th Reading Strand : Literary Text highest K Reading: 97% blending, 1st/2nd Reading: 88% DRA 3rd to 4th gender gap closed in math 3rd: Reading MSP 93.9%, district high, 0% level 1, 63.3% level 4 4th Reading MSP: 33.3% level 4, IEP students: 3/5 passed 5th Reading MSP: 73.3% , 0% level 1 (CE), 42.2% level 4, 2/3 IEP students passed 6th Reading MSP: 78% (cohort increase of 10.1%), 2% level 1</p> <p>4th Writing MSP:62.1%, 76.1% met standard in COS (district high) and highest at Jefferson in last 7 years</p> <p>5th Science MSP:80%, 3-year trend 10% or less gender gap, 33% level 4, 2/3 IEP students passed</p> <p>**CE-Continuously enrolled</p>	<p>3rd-6th Math Strand: Number Sense and Problem Solving 2nd Math: 66% EOY 3rd Math MSP: 71.4% 5th Math MSP: 66.7%, 6th Math MSP: 43.1% Math MSP Special Ed: 4th: 1/5, 5th: 0/3, 6th: 0/3</p> <p>3rd-6th Reading Strand: Analysis and Informational text 4th Reading MSP: 70.6% 5th Reading MSP: 73.3%</p> <p>4th Writing MSP: 62.1%, 32.3% avg. gender gap favoring girls (over 3 years), 69.6% conventions</p> <p>25 suspensions for 2010-2011 68.5 unexcused absences 2010-2011</p> <p>CEES Data: Staff: 62% High level of Collaboration & Communication, 59% Focused Professional Development, 65% High level of Community and Parent Involvement. CEES Data: Students: 62% High level of Community and Parent Involvement, 66% Supportive Learning Environment CEES Data: Parents: 80% Frequent Monitoring of Teaching/Learning</p>

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement

STRATEGIC GOALS FOR 2011-12

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

GOAL	
GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
GOAL 5	Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.

STRATEGIC OBJECTIVES FOR 2011-12

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

OBJECTIVE	
Objective 1.1	Create a culture of trust among staff, students, and community.
Objective 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
Objective 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
Objective 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
Objective 2.2	All students will receive the necessary support to successfully matriculate through the system.

PART 5: STRATEGIC OBJECTIVES

Objective 2.3	Reinstate all day kindergarten as soon as fiscally sustainable.
Objective 3.1	Create a more efficient and equitable resource distribution system.
Objective 3.2	Create an infrastructure that supports student learning.
Objective 4.1	Create a data-driven adaptable education system.
Objective 5.1	Leverage community resources and expertise to further the education of all students.

ACTION PLAN

Directions:

For your action plan, complete the following steps:

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

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

OBJECTIVE 1.6 By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

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

ACTION PLAN

GOAL 1 **Organizational Culture:** All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

OBJECTIVE 1.1 Create a culture of trust among staff, students, and community.

DATA ANALYSIS	CEES data/Staff: 62% High Levels of collaboration/communication. Parents: 80% Frequent Monitoring of Teaching and Learning. Students: 62% Supportive Learning Environment				
STRATEGY	All actions will align to the mission, “A community where all students, families and staff will be successful, valued, and connected by the joy of learning.”				
EVIDENCE OF ACHIEVEMENT	Improve CEES data to 80% or higher in all areas listed above.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Staff will continue to focus on daily greetings and regular appreciations to each other.	September 2011-June 2012	All staff	All staff	<input type="checkbox"/>	
Parents will be provided opportunities to learn about ways they can work with staff to support their student through parent ed/conferences.	November 2011-April 2012	All classroom teachers	ILT team	<input type="checkbox"/>	
Teacher volunteers will rotate on attending monthly PTO meetings to promote positive partnerships with parents and community.	September 2011-June 2012	Jefferson teachers	ILT team	<input type="checkbox"/>	
Recognize student/staff success throughout our building.	September 2011-June 2012	All staff/Michelle	All staff	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

DATA ANALYSIS	CEES data 2010/Staff: 62% High Levels of collaboration/communication.				
STRATEGY	Consistently communicate with staff, students, and families about school goals, activities, progress, and decisions regarding instruction and events.				
EVIDENCE OF ACHIEVEMENT	CEES data 2011/Staff: 80% High Levels of collaboration/communication				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly newsletter to Jefferson families from Principal and at least monthly newsletters from each teacher which will be posted in hall.	September 2011-June 2012	Michelle and classroom teachers	ILT team	<input type="checkbox"/>	
Work with ILT, Site team, Vertical and Grade Level Teams to provide support to all students staff, and parents.	September 2011-June 2012	Michelle	ILT team	<input type="checkbox"/>	
Weekly news used as a communication tool for staff.	September 2011-June 2012	Michelle	ILT team	<input type="checkbox"/>	
Implement MOODLE as a tool to archive agendas and minutes as well as communicate about book study.	October 2011-November 2011	Michelle	Staff	<input type="checkbox"/>	
District committee members will share out updates from their monthly meeting times.	October 2011-June 2012	Michelle, Rindy, Roni, Theresa, Sandi, Jeanne, Evan, Sue L.,	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	Reading: % at standard on MSP 3 rd grade: 93.9% 4 th : 70.6%, 5 th :73.3% 6 th : 78.0% DRA: 1 st /2 nd : 88%, and K (blending 97%). Information text strand data: 3 rd : 91.8%, 4 th :66.7%, 5 th 61.4%, 6 th : 66%.				
STRATEGY	<u>Use best instructional reading practices with grades K-6th .</u>				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2012 MSP. Progress will be monitored with RTI plan and through district assessments.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
All teachers will use the HM reading series with fidelity.	September 2011-June 2012	All classroom teachers	ILT team	<input type="checkbox"/>	
Tuesday collaboration: Look at strategies to teach analysis of text including review of applicable MSP stems	October 2011	Michelle	ILT team	<input type="checkbox"/>	
Students will know the objective of the reading lesson as it relates to our posted Focus Walls.	September, 2011 – June 2012	Students, Teachers	Teachers, Principal	<input type="checkbox"/>	
Students provided multiple opportunities to interact and experience informational text through classroom magazines.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	
“Teach Like a Champion” and “effective effort” strategies used to help all students be successful.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	Writing: 4th Writing MSP: 62.57% at standard. 74% standard in COS, 3 year trend of gender gap favoring girls, MSP writing conventions: 64%				
STRATEGY	Use best instructional writing practices with grades K-6th .				
EVIDENCE OF ACHIEVEMENT	75.1% of students meet standard on 2012 MSP. 90% of students will meet standard in conventions on the 2012 MSP.. Spring 2012: 85% of 3 rd grade students at standard on EOY writing assess.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Classroom teachers will use the HM writing component paying extra attention to grammar and spelling.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	
Review and use strategies to help boy writers be more successful with prompt writing (review Fletcher book).	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	
Use collaboration time to review student work across grade levels and plan next steps of instruction	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	
We will use multiple strategies to teach writing including using graphic organizers, DOL and share rubrics and correlate with HM rubrics	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	
“Teach Like a Champion” and “effective effort” strategies used to help all students be successful.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	Math MSP: 3 rd : 71.4%, 4 th : 74.5%, 5 th : 66.7%, 6 th : 43.1%, EOY 2 nd : 66%				
STRATEGY	Focus on strand of number/algebraic sense.				
EVIDENCE OF ACHIEVEMENT	Students in grades 3 rd -6 th will meet AYP as measured by 2012 MSP. 2 nd grade EOY:80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
2 nd -6 th grade classrooms use math technology for remediation and enrichment (Kahn academy, etc)	October 2011-June 2012	Michelle/math team	ILT	<input type="checkbox"/>	
Staff review grade level standards for number and algebraic sense for K-6 th .	Nov. 2011-Dec. 2011	Michelle and Math team (vertical team)	ILT	<input type="checkbox"/>	
Math team/ILT team work to design rotating afterschool support for struggling math students	Oct. 2011-Nov. 2011	ILT and Math team	ILT	<input type="checkbox"/>	
Use volunteers to support students in grades 2 nd -6 th to master basic math facts.	Oct. 2011-Nov. 2011	Michelle/volunteer co-ordinator	Classroom teachers	<input type="checkbox"/>	
“Teach Like a Champion” and “effective effort” strategies used to help all students be successful.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	Science MSP: 80% at standard. Inquiry strand 48.9%.				
STRATEGY	All staff will teach assigned Foss Science kits with emphasis on energy transfer and scientific process.				
EVIDENCE OF ACHIEVEMENT	Students in grade 5 will meet AYP standards on the 2012 Science MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teachers will review end of kit assessment prior to instruction to be clear on learning targets	September 2011-April 2012	Classroom teachers	ILT team	<input type="checkbox"/>	
We will provide enrichment in science through guest speakers, field trips, or science fair (4 th -6 th).	October 2011 – June, 2012	PTO, Principal, Teachers	ILT team	<input type="checkbox"/>	
Collaboration time used to review components of energy transfer and scientific process	Nov. 2011-Jan. 2012	Sandi/Science team	ILT team	<input type="checkbox"/>	
Review performance level descriptions from OSPI for each level of proficiency for MSP	Nov. 2011-Jan. 2012	Science team	ILT team	<input type="checkbox"/>	
“Teach Like a Champion” and “effective effort” strategies used to help all students be successful.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	Reading: % at standard on MSP 3 rd grade: 93.9% 4 th : 70.6%, 5 th :73.3% 6 th : 78.0% DRA: 1 st /2 nd : 88%, and K (blending 97%). Information text strand data: 3 rd : 91.8%, 4 th :66.7%, 5 th 61.4%, 6 th : 66%.				
STRATEGY	We will focus on using our new Houghton Mifflin curriculum to meet the needs of our students both in the classroom and during RTI intervention time as well as extra adult support throughout the day.				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2012 MSP. Progress will be monitored with RTI plan and through district assessments.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
DIBELS assessment system will be used to assist in identifying students for RTI support as well as to monitor progress.	September 2011-June 2012	Coya/Michelle	Classroom teachers/ILT team	<input type="checkbox"/>	
We will provide a second dose of reading instruction for grades K-5th in the afternoon or after school.(strategic/intensive)	October 2011-May 2012	Coya/Michelle	ILT team	<input type="checkbox"/>	
We will work with volunteers to read with students.	October 2011-May 2012	Michelle/volunteer coordinator	ILT team	<input type="checkbox"/>	
5 th grade students - homework club w/ teacher/Coast Guard volunteers. 4 th -6 th grade IEP students - homework club w- IEP teacher and Ameri-Corps.3 rd homework club-Ameri-Corps	October 2011-May 2012	Theresa Schmid, Hilkka H., Michelle	ILT team	<input type="checkbox"/>	
4 th /5 th grade HM core instruction to IEP/intensive students will be provided by resource room teacher 4 days/week.	September 2011-June 2012	Classroom teachers	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	Writing: 4th Writing MSP: 62.57% at standard. 74% standard in COS, 3 year trend of gender gap favoring girls.				
STRATEGY	We will work to provide extra writing support to struggling students as well as focus on struggling boy writers.				
EVIDENCE OF ACHIEVEMENT	75.1% of students in 4 th grade will meet standard on the 2012 MSP. 90% of students will meet standard in conventions on the 2012 MSP.. Spring 2012: 85% of 3 rd grade students at standard on EOY writing assess				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Students will use specific graphic organizers in 2 nd -6 th grade for narrative/expository prompts.	Nov. 2011-May 2012	Writing team/4 th grade/Michelle	ILT team	<input type="checkbox"/>	
We will clarify our writing expectations at each grade level and provide the information to para-educators who support our students.	Nov. 2011-Dec. 2011	Writing team	ILT team/staff	<input type="checkbox"/>	
4 th grade will review mid-year writing results to design RTI writing groups that will meet 2-3 a week.	Feb. 2012-May 2012	4 th grade/Michelle	4 th grade/ILT team	<input type="checkbox"/>	
Wild About Writing will take place once a month to provide opportunity for students to share writing sample with principal and other students as well as receive feedback about work.	Oct. 2011-June 2012	Michelle	ILT team/staff	<input type="checkbox"/>	
Identify and use effective strategies to work with boy writers in small groups.	Nov. 2011-May 2012'	Coya/Michelle	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	Math MSP: 3 rd : 71.4%, 4 th : 74.5%, 5 th : 66.7%, 6 th : 43.1%, EOY 2 nd : 66%				
STRATEGY	Provide additional learning opportunities for struggling students that are focused on strand of number/algebraic sense.				
EVIDENCE OF ACHIEVEMENT	Students in grades 3 rd -6 th will meet AYP as measured by 2012 MSP. 2 nd grade EOY:80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Facts assessments give to students in 2 nd /3 rd grade as starting point for math fact volunteers to begin fact practice.	Oct. 2011	Michelle/Classroom teachers	ILT team	<input type="checkbox"/>	
Math fact materials sent home to parents and reviewed at conference time	Nov. 2011	Classroom teachers	ILT team	<input type="checkbox"/>	
6 th grade using RTI math to provide remediation and enrichment opportunities 4 days/week. IEP support to occur at this time as well.	Sept. 2011-June 2012	6 th grade/Hilkka	ILT team/Michelle	<input type="checkbox"/>	
Coast Guard volunteers used to work with students on math facts throughout the week.	Oct. 2011-June 2012	Michelle/volunteer coordinator	ILT team	<input type="checkbox"/>	
Resource room teacher providing core math instruction at 5 th grade level where highest need exists.	Sept. 2011-June 2012	Hilkka/Michelle	ILT team/5 th grade	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	Science MSP: 80% at standard. Inquiry lowest strand at 48.9%.				
STRATEGY	Focus on the targets called out in the assessments to guide instruction.				
EVIDENCE OF ACHIEVEMENT	Students in grade 5 will meet AYP standards on the 2012 Science MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Staff review grade level expectations for science focusing on how to improve area of inquiry.	Nov. 2011-Jan. 2012	Sandi/Science team	ILT team/Michelle	<input type="checkbox"/>	
We will continue to challenge student thinking with inquiry based questions.	September, 2011 – June, 2012	Teachers	Teachers, Principal	<input type="checkbox"/>	
5 th grade will use some RTI time as opportunity for students to read texts/articles directly related to science content/standards/skills.	September 2011-June 2012	5th grade teachers	ILT team	<input type="checkbox"/>	
Science fair preparation time will include after-school support to help students who need adult guidance and/or materials	March 2012-April 2012	Science Team	ILT team	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 3 **Resources** To have the resources (time, talent & treasure) necessary to meet district student achievement goals.

OBJECTIVE 3.2 Create an infrastructure that supports student learning.

DATA ANALYSIS	Elementary Reorganization Task Force				
STRATEGY	Evan Murphy, Coya Erickson (LST), Michelle Olsen, Jim Varela (custodians) and Gretchen O'Brien will represent staff, students, parents and other district groups throughout the task force meetings.				
EVIDENCE OF ACHIEVEMENT	A plan will be presented to the board that was created by looking at best practice/research in collaboration and trust looking at what is best for student learning based on the resources available.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
All team members will regularly attend meetings and complete any homework given.	Sept. 21, 2011-Dec. 2011	Evan, Coya, Michelle, Jim, Gretchen	Staff	<input type="checkbox"/>	
Members of the Elementary Reorganization Task Force will report back to staff and ask for input when necessary.	Sept. 21, 2011-Dec. 2011	Evan, Coya, Michelle, Jim, Gretchen	Staff	<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 5 **Community:** To have community support for the value of education in the midst of community changes and to have education as the Priority in the Port Angeles Community.

OBJECTIVE 5.1: Leverage community resources and expertise to further the education of all students.

DATA ANALYSIS	Jefferson has many volunteers from parents to community members.				
STRATEGY	We will continue to recruit and utilize volunteers so that all students are successful learners.				
EVIDENCE OF ACHIEVEMENT	Students are successful learners.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
We will continue to work with Peninsula Mental Health and the PAEF to provide health and counseling needs to students and families.	September, 2011 – June, 2012	Staff, Principal	Principal, Site Team	<input type="checkbox"/>	
We will continue our relationship with Lighthouse Christian Church to support and enrich our students.	September, 2011 – June, 2012	Volunteer Coordinator, Principal	Teachers, Principal, Lighthouse Volunteers	<input type="checkbox"/>	
We will support our Friday Food Bag program with the support of the community and the Food Bank.	September, 2011 – June, 2012	Principal, Volunteers	Principal, Site team, Volunteers	<input type="checkbox"/>	
We will recruit volunteers to serve on school committees and help in the classrooms and support enrichment clusters.	September, 2011 – June, 2012	Staff, PTO, Principal	Site Team, Principal, PTO	<input type="checkbox"/>	
We will continue to partner with Coast Guard for math facts and after-school homework support.	September, 2011 – June, 2012	Staff, Principal	Principal, Site Team	<input type="checkbox"/>	

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

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

Enrichment Opportunities: (action plans 2.1, 2.2 and 5.1)

- *1st-6th grade Enrichment Clusters offered in May/June 2012. Over 20 clusters offered with parent/community volunteers to support.
- *Math Olympiad offered for 5th/6th grades.
- *Student Council offered for reps. at 3rd-6th grade. Officer positions for 6th grade.
- *Worm Bins for 4th grade.
- *Swimming lessons for 4th grade students in the spring.
- *6th grade outdoor education offered at OPI for 3 days/2 nights, October 26-28 with support from Jefferson PTO.
- *Young Writers Conference for 1st-6th grade students March 2012 at Peninsula College, sponsored by PTO.
- *Science Fair for 4th-6th grade students in April 2012.
- *Poetry Slam-6th grade
- *School Job Program for students 5th -6th grade.
- *2nd grade Pen Pal program with Japan

Remediation Opportunities:

- *RTI team assigned to K-5th grade levels for 30 minutes for small group, focused, double-dose of reading instruction (2.1, 2.2)
- *Extended day kindergarten beginning Sept. 28th for 12 at-risk students. (2.1, 2.2)
- * 6th grade RTI math support for struggling math/IEP math students. Enrichment for on grade level students.(2.1, 2.2)
- * School-wide universal screening using DIBELS in reading in the fall, winter, and spring (2.1, 2.2)
- *Small group instruction in RTI in three levels: 1) core curriculum taught with fidelity, 2) strategic intervention (supplemental instruction in addition to core curriculum – this year this will be using HM materials), and 3) intensive intervention for basic skill development (replacement curricula or supplemental depending on student need) (2.1, 2.2)
- * Progress monitoring using the Houghton Mifflin curriculum and DIBELS system (2.1, 2.2)
- * Collaboration time dedicated to looking at tiered instruction as well as movement in response to individual student needs (2.1, 2.2, 1.2)
- * After school program for students needing additional support (2.1, 2.2)
- * Small group tutoring supported by volunteers, para educators and AmeriCorps (5.1, 2.1, 2.2)

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

TITLE I SCHOOL-WIDE PLAN SUMMARY

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

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/ Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Jefferson Elementary School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-present except for one. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the para educators supported by Title I funds at Jefferson Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): Jefferson’s Child Study Team (ideas team) meets twice a month. Jefferson has a Readiness to Learn coordinator who helps pre-school, Kindergarten, first grade students and their families with transition planning and implementation two times per week.		
Coordination and Integration of Federal, State, and Local Services (10): Jefferson Elementary School utilizes the services of Peninsula Mental Health, Readiness to Learn, community volunteers, and the Parent Teacher Organization. This year Jefferson has been adopted by a local church to assist students and provide them a positive adult connection. Jefferson is partnering with the Coast Guard for the 2 nd year to support students in math and homework.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	Staff to support Level 1 and 2 student and Student Learning Plans.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	School-wide assessment and instructional program for students identified for additional support.
Title IIA	\$0,000	Teacher and principal professional development.
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	Basic education funds used in combination with Title I/LAP to support academic interventions.
Other	\$0,000	Readiness to Learn; coordination assists students and families in grades K-1.

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$300	Book Study for <u>Teach Like a Champion</u>	All certificated staff members	<input type="checkbox"/>
\$1200	Guest teacher release time for assessment.	First and second grade teachers to administer DRA.	<input type="checkbox"/>
\$800	Guest teacher release time for teachers to observe teammate or teacher at another school	K-6 th grade teachers	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

\$2434 School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

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

SIP Team Leader Completing This Form: Michelle Olsen Date: 11/16/06

Other SIP Team Participants: Steve Pazan, Clay Oakes

SUMMARY

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

Jefferson Elementary is a community where we plan on all students being successful in their learning. The staff spent time in August using data to guide the creation of our action plans across all subject areas. We are proud of the progress are students made last year on Reading MSP: 3rd: 93.9%, 4th:70.6%, 5th: 73.3% and 6th: 78%. Our goal for this year is to implement our new Houghton Mifflin/Holt McDougal Reading programs with fidelity for reading, writing, spelling, and grammar. Reading remediation is delivered through our school wide RTI (Response to Intervention) model where all students receive targeted reading support based on their needs in flexible groups. Students of concern are progress monitored on a regular basis to ensure progress toward grade level standards. Our 4th grade writing MSP scores continue to show growth with 62.7% meeting standard. Additionally we had 74% of our students meet standard for COS (Content, Organization, Style). This year we will focus on continuing to increase our COS while giving more attention to the conventions (grammar, spelling). We have a gender gap favoring the girls in writing so we will be reviewing and using effective strategies to promote more male writes being successful.

The Math MSP scores at Jefferson are mixed across grade levels (3rd: 71.4%, 4th: 75.5%, 5th: 66.7%, 6th: 43.1%), but based on our data we will focus on the strands of number/algebraic sense. This means we will review the grade level expectations across grades so we are clear on learning targets and vocabulary. In addition, we will continue to promote the learning of math facts. Jefferson Science MSP scores took a huge leap to 80% of students meeting standard. Our plan for this year is to continue to use the Foss kits with special emphasis on energy transfer and the scientific process. Our staff will continue to look for community resources to provide hands on learning about science.

The professional development this year for staff has two components: Learning and teaching about Effective Effort (working hard to get smart) and participating in a book study on the book, “Teach Like a Champion”. All of the strategies used within these two components are research based, and can be used across all curriculum areas and across all grades.

Finally, we could not do this hard work with students without the support of our parent and volunteers. We will continue to recruit parents to help in anyway possible with their child’s school day as well as we will work to provide family friendly activities with the support of our PTO. We will work with our community partners to have them work with students across all grade levels. Our partners this year are: Jefferson PTO, Coast Guard at Port Angeles, Light-house Christian Center, YMCA Mentoring Buddies, and First Presbyterian Church. The 2011-2012 is going to be a great year of working together with the goal

Reading Objectives	3 rd grade MSP at 100% 4 th grade MSP at 90%	5 th grade MSP at 82.2% 6 th grade MSP at 85.6%	K blending of sounds: 97% 1 st /2 nd DRA: 90%
Writing Objectives	Conventions/4 th MSP: 90%	4 th MSP writing 75.1%	COS/4 th MSP: 75%
Math Objectives	3 rd grade MSP at 80.9%	4 th grade MSP at 83%	5 th grade MSP at 77% 6 th grade MSP at 70%
Science Objectives	5 th grade MSP at 85%	Inquiry Strand at 55%	Science Application at 71%

SIGN-OFF SHEET

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

ROLE	PRINTED NAME	SIGNATURE
Parent	Gretchen O'Brien	
Parent	Becca Busch	
IEIP Teacher	Margi Ahlgren	
Principal	Michelle Olsen	
Learning Support Teacher	Coya Erickson	
Teacher	Sue Ellen Kraft	
Teacher	Leah Bauman	
Teacher	Marilyn Mattie	
Classified Staff	Theresa Rothweiler	
Teacher	Christine Chang	
Resource Room Teacher	Hilkka Hamalienen	
School Board President	Lonnie Linn	<i>Board Approved Date:</i> _____

APPENDICES

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

Jefferson Parent Involvement Plan/Procedures 2011-2012

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

PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

- A. Jefferson will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.
 - Staff and parents will meet during a meeting held in October 2011
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Annual meeting will be held during October 2011.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.
 - Title One staff will be available before and after school to meet with parents. Evening meetings or home visits may be scheduled upon request.

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.
 - Parents will serve on site-based team at Jefferson which meets monthly.

- E. Provide parents of participating children—
 - a. Timely information about programs under this part.
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Actions:

 - Title One staff will provide information about programs, assessment, and expectations.
 - RTI brochure shared with parents at annual Title 1 meeting and at conferences to develop understanding of school system
 - Kindergarten orientation will occur during the first two days of school
 - Progress reports will be sent home on a regular basis.
 - Informal conferences may be scheduled with teachers as needed.

- F. If school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

- G. Jefferson will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

Actions:

- Parents serve as classroom volunteers at Jefferson Elementary.
- At Jefferson parents may participate in the PTO (Parent Teacher Organization) and sponsored activities.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

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

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Grade level state standards and content area standards are explained at curriculum nights in September and/or at parent-teacher conferences in November.
 - State standards and district assessments are shared during open house and conferences.

- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - During parent-teacher conferences materials are provided to help parents work with their children at home in reading and math.
 - Reading and effective effort strategies will be shared in Jefferson Newsletters.
 - Literacy training will be provided during special evening family sessions.

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

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

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

PART III-ACCESSIBILITY REQUIREMENTS

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

PART IV-ADOPTION

This Jefferson Parental Involvement Plan/ Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/ Procedures was developed/revised by Jefferson on _____ and will be in effect for the period of the 2011-12 school year. The school will distribute this Parent Involvement Plan/ Procedures to all parents of participating Title I children and make it available to the community on the 1st Tuesday of October 2011.

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document: Gretchen O'Brien and Becca Busch