

**Port Angeles School District
Roosevelt 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: In alliance with all Port Angeles Schools, Roosevelt Elementary 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: In alliance with Port Angeles School District, Roosevelt Elementary creates and sustains learning communities that prepare each student to live, work, and learn successfully in a changing world.

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: We believe all children can learn and will reach the high standards set for them when provided with appropriate curriculum delivered through effective strategies by skilled teachers within a caring environment.

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:				8.1%	6.1%	11%	0%	6.2%	0%
Level 2:				14.5%	19.7%	11%	10%	21.5%	10%
Level 3:				41.9%	37.9%	41%	50%	35.4%	50%
Level 4:				33.9%	36.4%	37%	40%	35.4%	40%
WASL/MSP Reading 3: % Meeting Standard:				75.8%	74.2%	77.5%	90%	70.8%	90%
% Not Meeting Standard:				24.2%	25.8%	22.5%	10%	29.2%	10%

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:				6.5%	16.7%	12%	0%	24.6%	0%
Level 2:				17.7%	16.7%	23%	20%	18.5%	20%
Level 3:				45.2%	50.0%	46%	50%	35.4%	50%
Level 4:				29.0%	16.7%	18%	30%	20.0%	30%
WASL/MSP Math 3: % Meeting Standard:				74.2%	66.7%	63.4%	80%	55.4%	80%
% Not Meeting Standard:				25.8%	33.3%	36.6%	20%	44.6%	20%

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:				1.3%	6.3%	5%	0%	6.8%	0%
Level 2:				26.0%	12.7%	22%	10%	21.6%	10%
Level 3:				40.3%	42.9%	43%	50%	51.4%	50%
Level 4:				32.5%	36.5%	28%	40%	18.9%	40%
WASL/MSP Reading 4: % Meeting Standard:				72.7%	79.4%	71.7%	90%	70.3%	90%
% Not Meeting Standard:				27.3%	20.6%	28.3%	10%	29.7%	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:				76.3%	88.9%	88.2%	90.0%	76.7%	90.0%
Content, Organization, and Style:				52.6%	44.4%	64.4%	70%	75.1%	70%
WASL/MSP Writing 4: % Meeting Standard:				59.7%	69.8%	68.3%	80%	62.2%	80%
% Not Meeting Standard:				40.3%	30.2%	31.7%	20%	37.8%	20%

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:				11.7%	9.5%	21%	5%	28.4%	5%
Level 2:				33.8%	25.4%	26%	20%	20.3%	20%
Level 3:				22.1%	28.6%	35%	50%	37.8%	50%
Level 4:				32.5%	34.9%	12%	25%	10.8%	25%
WASL/MSP Math 4: % Meeting Standard:				54.5%	63.5%	51.7%	75%	48.6%	75%
% Not Meeting Standard:				45.5%	36.5%	48.3%	25%	51.4%	25%

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:				22.1%	17.9%	21%	10%	17.5%	0%
Level 2:				46.8%	48.8%	49%	40%	27.0%	20%
Level 3:				24.7%	28.6%	28%	40%	28.6%	40%
Level 4:				5.2%	4.8%	2%	10%	27.0%	40%
WASL/MSP Science 5: % Meeting Standard:				29.9%	33.3%	26.8%	50%	55.6%	80%
% Not Meeting Standard:				70.1%	66.7%	73.2%	50%	44.4%	20%

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:				1.3%	2.4%	5%	0%	6.3%	0%
Level 2:				19.5%	21.4%	17%	10%	23.4%	10%
Level 3:				45.5%	45.2%	30%	40%	42.2%	40%
Level 4:				32.5%	31.0%	45%	50%	28.1%	50%
WASL/MSP Reading 5: % Meeting Standard:				77.9%	76.2	74.6%	90%	70.3%	90%
% Not Meeting Standard:				22.1%	23.8	25.4%	10%	29.7%	10%

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:				15.6%	11.9%	22%	5%	14.1%	0%
Level 2:				23.4%	21.4%	33%	20%	32.8%	20%
Level 3:				33.8%	31.0%	38%	50%	34.4%	50%
Level 4:				26.0%	35.7%	7%	25%	18.8%	30%
WASL/MSP Math 5: % Meeting Standard:				59.7%	66.7%	43.7%	75%	53.1%	80%
% Not Meeting Standard:				40.3%	33.3%	56.3%	25%	46.9%	20%

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%	1.6%	2.5%	1.2%	3%	0%	5.2%	0%
Level 2:		30.4%	19.8%	27.2%	24.7%	34%	10%	16.9%	10%
Level 3:		50.7%	42.1%	49.4%	54.3%	44%	60%	42.9%	60%
Level 4:		18.2%	35.7%	21.0%	17.3%	16%	30%	33.8%	30%
WASL/MSP Reading 6: % Meeting Standard:		68.9%	78.6%	70.4%	71.6%	60.0%	90%	76.6%	90%
% Not Meeting Standard:		31.1%	21.4%	29.6%	28.4%	40.0%	10%	23.4%	10%

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:		16.9%	19.0%	16.0%	16.0%	12%	5%	13.2%	5%
Level 2:		16.9%	19.0%	33.3%	25.9%	27%	20%	22.4%	20%
Level 3:		36.5%	38.9%	35.8%	32.1%	37%	50%	40.8%	50%
Level 4:		29.1%	22.2%	14.8%	23.5%	24%	25%	22.4%	25%
WASL/MSP Math 6: % Meeting Standard:		65.5%	61.1%	50.6%	55.6%	60%	75%	63.2%	75%
% Not Meeting Standard:		34.5%	38.9%	49.4%	44.4%	40%	25%	36.8%	25%

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	Comprehension	Analyze/Interpret	Critical Thinking
2007									
2008	70.5%	63.9%	n/a	67.2%	72.1%	n/a			
2009	68.2%	75.8%							
2010	68.4%	68.4%	69.8%	61.6%					
2011 Exp.	90%	90%	90%	90%					
2011	70.3	67.2	76.6	70.3	67.2	65.6			
2012 Exp.	90%	90%	90%	90%					

Instructional Implications (including reference to applicable Action Plan):
 All areas are nearly equal in performance. Balance implementation of the reading curriculum will take place with focus on formative assessment tools to adjust instruction so that student learning is supported in real time. All students will spend a minimum of 90 minutes of receiving Language instruction daily. (2.1) Students not meeting standard on formative assessments will receive HM differentiated instruction during the second half of the language instruction block. Identified students will also receive after school support through AmeriCorps support instruction beginning in October. (2.2)

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 4			Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007									
2008	72.7%	62.3%	n/a	67.5%	66.2%	n/a			
2009	76.9%	73.1%							
2010	67.7%	59.6%	66.1%	67.7%					
2011 Exp.	90%	90%	90%	90%					
2011	67.1	58.9	74.0	67.1	58.9	58.9			
2012 Exp.	90%	90%	90%	90%					

Instructional Implications (including reference to applicable Action Plan):

Literary text is the strongest subcategory but does not stand out as an area that does not require attention. Balance implementation of the reading curriculum will take place with focus on formative assessment tools to adjust instruction so that student learning is supported in real time. All students will spend a minimum of 90 minutes of receiving Language instruction daily. (2.1) Students not meeting standard on formative assessments will receive HM differentiated instruction during the second half of the language instruction block. Identified students will also receive after school support through AmeriCorps support instruction beginning in October. (2.2)

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							
2008	63.2%	56.6%	n/a	67.1%	73.7%	n/a	
2009	57.6%	67.1%					
2010	72.2%	73.6%	70.8%	70.8%			
2011 Exp.	90%	90%	90%	90%			
2011	64.1	65.6	57.8	64.1	65.6	53.1	
2012 Exp.	90%	90%	90%	90%			

Instructional Implications (including reference to applicable Action Plan):

All areas are relatively equal in student achievement. Balance implementation of the reading curriculum will take place with focus on formative assessment tools to adjust instruction so that student learning is supported in real time. All students will spend a minimum of 90 minutes of receiving Language instruction daily. (2.1) Students not meeting standard on formative assessments will receive HM differentiated instruction during the second half of the language instruction block. Identified students will also receive after school support through AmeriCorps support instruction beginning in October. (2.2)

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	66.7%	87.3%	69.0%	69.0%	72.2%	69.8%	
2008	65.4%	56.8%	59.3%	69.1%	65.4%	61.7%	
2009	64.1%	70.5%	64.1%				
2010	75.6%	51.2%	62.1%	62.1%	63.4%		
2011 Exp.	90%	90%	90%	90%	90%		
2011	72.4	77.6	72.4	72.4	77.6	72.4	
2012 Exp.	90%	90%	90%	90%	90%	90%	

Instructional Implications (including reference to applicable Action Plan):

Although all areas are relatively equal, the greatest gain is in analyzing literary text. Balance implementation of the reading curriculum will take place with focus on formative assessment tools to adjust instruction so that student learning is supported in real time. All students will spend a minimum of 90 minutes of receiving Language instruction daily. (2.1) Students not meeting standard on formative assessments will receive HM differentiated instruction during the second half of the language instruction block. Identified students will also receive after school support through AmeriCorps support instruction beginning in October. (2.2)

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								
2008	57.4%	65.6%	67.2%	60.7%	73.8%	68.9%	68.9%	68.9%
2009	62.1%					66.7%		
2010	57.5%	n/a	57.5%	49.3%				
2011 Exp.	75%	75%	75%	75%				
2011	54.7	57.8	57.8	57.8	54.7	46.9	53.1	53.1
2012 Exp.	80%	80%	80%	80%	80%	80%	80%	80%

• Instructional Implications (including reference to applicable Action Plan):

Each subcategory is relatively equal with the exception of problem solving being lowest. Additionally, nearly 25% of the students only achieved level one in third grade Math, we can assess that our instructional strategies for our strategic and below level students is nearly completely off of the target of state Math standards. With the district average of students achieving nearly 20% higher, we can attribute that some but not all of the issue of underperformance is curriculum related. The rest of the issue to be addressed is around instructional strategies and supplemental materials. Our teachers will employ "Teach Like a Champion" strategies, as well as confer with district experts on materials. (2.1)

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								
2008	48.1%	58.4%	72.7%	39.0%	50.6%	49.4%	58.4%	62.3%
2009	44.0%					44.0%		
2010	43.5%	40.3%	50%	45.1%				
2011 Exp.	75%	75%	75%	75%				
2011	34.7	41.7	41.7	41.7	34.7	55.6	30.6	30.6
2012 Exp.	80%	80%	80%	80%	80%	80%	80%	80%

Instructional Implications (including reference to applicable Action Plan):

Nearly each category was lower this year with extreme dips in Algebraic Sense and Communicating Understanding. Our district is struggling in the area of Math but our score are consistently 10% to 20% lower in each category so curriculum is only part of the issue. Instructional strategies and supplemental materials are also variables that need to be addressed. All of our teachers will be employing instructional strategies from "Teach like a Champion," as well as consulting with district experts/coaches for help with strategies and supplemental material if needed. (2.1)

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								
2008	46.1%	56.6%	48.7%	61.8%	61.8%	53.9%	65.8%	64.5%
2009	69.4%					64.7%		
2010	44.4%	37.5%	36.1%	36.1%				
2011 Exp.	75%	75%	75%	75%				
2011	51.6%	39.1%	39.1%	39.1%	51.6%	57.8%	42.2%	42.2%
2012 Exp.	80%	80%	80%	80%	80%	80%	80%	80%

Instructional Implications (including reference to applicable Action Plan):

In each subcategory, our students performed 10% to nearly 20% lower than the district average. Approximately 65% of students at the district level are reaching standard so there is some work to be done with our curriculum but instructional strategies including time on task will need to be changed at our building level. Our teachers will employ "Teach Like a Champion" strategies, as well as confer with district experts on materials and instructional strategies. (2.1)

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	64.0%	51.2%	64.8%	49.6%	72.8%	50.4%	54.4%	52.0%
2008	40.7%	56.8%	64.2%	79.0%	46.9%	50.6%	48.1%	38.3%
2009	57.0%					53.2%		
2010	57.3%	65.8%	58.5%	59.7%				
2011 Exp.	75%	75%	75%	75%				
2011	62.7%	72.0%	72.0%	72.0%	62.7%	66.7%	61.3%	61.3%
2012 Exp.	85%	85%	85%	85%	85%	85%	85%	85%

Instructional Implications (including reference to applicable Action Plan):
 Sixth Grade slightly outperformed the district and state in all subcategories. With approximately 2/3 of student achieving standard across the district it is likely that adjustments will need to be made at the curricular level as well as the instructional level. Our teachers will employ "Teach Like a Champion" strategies, as well as confer with district experts on materials and strategies. They will focus on Math instruction by starting the each day with 80 minutes specifically in Math performance based groups. The strategy is similar to last year with the exception of an increase of time on task. (2.1)

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			
	Systems	Inquiry	Applications		
2007 – State	34.3%	32.5%	40.5%	n/a	n/a
2007 – Roosevelt					
2008 – State	38.2%	45.2%	48.0%	n/a	n/a
2008 – Roosevelt	30.3%	27.6%	32.9%	n/a	n/a
2009 – State					
2009 Roosevelt	28.2%	28.2%	51.8%	n/a	n/a
2010 – State	Systems	Inquiry	Application		
2010 – Roosevelt	38.8%	18.1%	48.6%		
2011 – State	50%	50%	75%	Domains	
2011 – Roosevelt	57.1	34.9	49.2	63.5	
2012 – Exp.	80%	80%	80%	80%	

• Instructional Implications (including reference to applicable Action Plan):
 Improvement in all categories is a good sign with the overall increase of approximately 30%. This said, and with our school approaching the state average, we are still nearly 20% behind our district partners. This indicates that our curriculum and assessment guides are on target at the district level and our instruction, including fidelity of curriculum, is our target to improve. We will employ strategies from "Teach like a Champion," as well as consult district experts in science instruction. Our district outperforms the state, we do not need to adjust curriculum.

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	63.3	62.5	69.4%	71%	90%	78%	90%	73.3%	75.0%	72.2%	53%	75%	63%	80%
Female	65.2	90.0	80.0%	84%	90%	64%	90%	69.6%	73.3%	60.0%	73%	75%	52%	80%

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	73.1	70.5	71.0%	76%	90%	52%	90%	57.7%	54.5%	51.6%	66%	75%	42%	80%
Female	92.3	75.8	87.5%	68%	90%	87%	90%	65.4%	54.5%	75.0%	31%	75%	54%	80%

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	53.8	54.5	51.6%	64%	90%	47%	90%	16.7%	27.8%	27.9%	31%	50%	54%	80%
Female	80.8	66.7	87.5%	73%	90%	83%	90%	27.6%	32.5%	39.0%	22%	50%	54%	80%

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	66.7	66.7	72.1%	72%	90%	64%	90%	70.8%	55.6%	60.5%	32%	75%	54%	80%
Female	79.3	90.0	80.5%	78%	90%	74%	90%	72.4%	65.0%	73.2%	51%	75%	51%	80%

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	73.7	62.5	60.5%	50%	90%	75%	90%	66.7%	40.0%	52.6%	58%	75%	58%	80%
Female	82.6	78.0	81.4%	70%	90%	82%	90%	56.5%	61.0%	58.1%	60%	75%	72%	80%

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 3	# 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	75	80%	60	38	90%	34	75	75%	56	38	85%	32
American Indian	3	80%	n<10	0	90%	n<10	3	75%	n<10	0	85%	n<10
Asian/Pacific Islander	1	80%	n<10	0	90%	n<10	1	75%	n<10	0	85%	n<10
Black	0	80%	n<10	0	90%	n<10	0	75%	n<10	0	85%	n<10
Hispanic	3	80%	n<10	0	90%	n<10	3	75%	n<10	0	85%	n<10
White	65	80%	52	32	90%	29	65	75%	49	32	85%	27
Male	41	80%	33	11	90%	10	41	75%	31	11	85%	9
Female	34	80%	27	27	90%	24	34	75%	25	27	85%	23
Disabled	13	80%	10	10	90%	9	13	75%	10	10	85%	9
LEP	0	80%	n<10	1	90%	n<10	0	75%	n<10	1	85%	n<10
Low SES	42	80%	34	26	90%	23	42	75%	31	26	85%	22

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	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Head-count	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Head-count
All students	61	85%	52	52	90%	47	61	75%	46	52	85%	44
American Indian	5	85%	n<10	1	90%	n<10	5	75%	n<10	1	85%	n<10
Asian/Pacific Islander	0	85%	n<10	3	90%	n<10	0	75%	n<10	3	85%	n<10
Black	0	85%	n<10	0	90%	n<10	0	75%	n<10	0	85%	n<10
Hispanic	3	85%	n<10	0	90%	n<10	3	75%	n<10	0	85%	n<10
White	52	85%	44	26	90%	23	52	75%	39	26	85%	22
Male	34	85%	29	30	90%	27	34	75%	25	30	85%	26
Female	27	85%	23	22	90%	20	27	75%	20	22	85%	19
Disabled	14	85%	12	11	90%	10	14	75%	10	11	85%	9
LEP	0	85%	n<10	0	90%	n<10	0	75%	n<10	0	85%	n<10
Low SES	37	85%	31	34	90%	31	37	75%	28	34	85%	29

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 5	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	70	82%	57	60	90%	54	70	75%	52	60	85%	51
American Indian	4	82%	n<10	3	90%	n<10	4	75%	n<10	3	85%	n<10
Asian/Pacific Islander	1	82%	n<10	0	90%	n<10	1	75%	n<10	0	85%	n<10
Black	1	82%	n<10	0	90%	n<10	1	75%	n<10	0	85%	n<10
Hispanic	5	82%	n<10	1	90%	n<10	5	75%	n<10	1	85%	n<10
White	59	82%	48	44	90%	40	59	75%	44	44	85%	37
Male	32	82%	26	31	90%	28	32	75%	24	31	85%	26
Female	38	82%	31	29	90%	26	38	75%	28	29	85%	25
Disabled	19	82%	15	14	90%	13	19	75%	14	14	85%	12
LEP	0	82%	n<10	0	90%	n<10	0	75%	n<10	0	85%	n<10
Low SES	32	82%	26	44	90%	40	32	75%	24	44	85%	37

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 6	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	81	80%	64	58	90%	52	81	70%	56	58	85%	49
American Indian	3	80%	n<10	1	90%	n<10	3	70%	n<10	1	85%	n<10
Asian/Pacific Islander	2	80%	n<10	0	90%	n<10	2	70%	n<10	0	85%	n<10
Black	1	80%	n<10	0	90%	n<10	1	70%	n<10	0	85%	n<10
Hispanic	2	80%	n<10	2	90%	n<10	2	70%	n<10	2	85%	n<10
White	72	80%	58	50	90%	45	72	70%	50	50	85%	43
Male	44	80%	35	30	90%	27	44	70%	31	30	85%	26
Female	37	80%	30	28	90%	25	37	70%	26	28	85%	24
Disabled	16	80%	13	13	90%	12	16	70%	11	13	85%	11
LEP	0	80%	n<10	0	90%	n<10	0	70%	n<10	0	85%	n<10
Low SES	36	80%	29	43	90%	39	36	70%	25	43	85%	37

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	❖	68%	64%	80%		80%	Frequent Monitoring of Teaching and Learning	❖	46%	42%	80%		80%
Effective School Leadership	❖	79%	68%	80%		80%	Focused Professional Development	❖	45%	33%	80%		80%
High Standards & Expectations	❖	53%	44%	80%		80%	Curric., Instruct., and Assess. Aligned with Standards	❖	68%	63%	80%		80%
High Levels of Collaboration and Communication	❖	52%	45%	80%		80%	High Levels of Community & Parent Involvement	❖	56%	50%	80%		80%
Supportive Learning Environment	❖	72%	65%	80%		80%	Staff Willingness to Change	❖	66%	58%	80%		80%

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	2009	2010	2011 Exp	2011	2012 Exp	Category	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	64%	75%	90%		90%	Frequent Monitoring of Teaching and Learning	68%	72%	90%		90%
Effective School Leadership	76%	82%	90%		90%	Focused Professional Development	❖	❖	❖	❖	❖
High Standards & Expectations	80%	84%	90%		90%	Curriculum, Instruction, and Assessment Aligned	67%	75%	90%		90%
High Levels of Collaboration and Communication	75%	80%	90%		90%	High Levels of Community & Parent Involvement	68%	75%	90%		90%
Supportive Learning Environment	76%	78%	90%		90%	Staff Willingness to Change	❖	❖	❖	❖	❖

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

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

Category	2009	2010	2011 Exp	2011	2012 Exp	Category	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	71%	66%	80%		80%	Frequent Monitoring of Teaching and	63%	55%			
Effective School Leadership	75%	64%	80%		80%	Focused Professional Development	❖	❖	❖	❖	❖
High Standards & Expectations	85%	79%	90%		90%	Curriculum, Instruction, and Assessment Aligned	❖	❖	❖	❖	❖
High Levels of Collaboration and Communication	62%	55%	80%		80%	High Levels of Community & Parent	61%	51%	80%		80%
Supportive Learning Environment	68%	57%	80%		80%	Staff Willingness to Change	❖	❖	❖	❖	❖

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2010-11					Expected Results for 2011-12				
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	Winter DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	❖	K	❖	❖	❖	❖
	1	❖	80%	90%	❖	1	❖	90%	90%	❖
	2	85%	90%	90%	❖	2	90%	90%	90%	❖
	3	80%	80%	❖	70%	3	90%	90%	❖	90%
	4	60%	70%	❖	80%	4	90%	90%	❖	90%
	5	85%	90%	❖	90%	5	90%	90%	❖	90%
6	80%	85%	❖	90%	6	90%	90%	❖	90%	
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)	Writing				Math	Writing				Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	continue	100%	K	❖	❖		
	1	❖	❖	❖	85%	1	❖	❖	❖	90%
	2	❖	❖	❖	80%	2	❖	❖	❖	90%
	3	❖	70%	80%	50%	3	❖	80%	80%	80%
	4	50%	70%	❖	50%	4	80%	80%	❖	80%
	5	❖	80%	75%	50%	5	❖	80%	80%	80%
6	❖	80%	80%	50%	6	❖	80%	80%	80%	
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	Optional	Journal	❖	❖	K	Optional	95%	95%	❖
	1	Optional	95%	90%	❖	1	Optional	95%	95%	❖
	2	90%	95%	85%	❖	2	95%	95%	95%	❖
	3	60%	95%	60%	❖	3	80%	90%	90%	❖
	4	43%	90%	90%	❖	4	80%	90%	90%	❖
	5	37%	60%	70%	80%	5	80%	90%	90%	
6	January	80%	75%	78%	6	January	85%	80%	85%	

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 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	19.5	92.36	1			1	K						
1	23.5	94.78	0			3	1						
2	7.0	93.88	0			0	2						
3	11.5	95.22	2			1	3						
4	9.0	95.24	2			0	4						
5	5.0	95.21	1			0	5						
6	38.5	94.11	9			3	6						

Instructional Implications (including reference to applicable Action Plan):
 Roosevelt is developing a school wide comprehensive student behavior plan that provides incentives for positive behavior, support for students who need help in forming good study habits, and consistent, progressive discipline for inappropriate behavior. This system includes daily tracking of student performance and behavior as well as communication with parents and staff about each student. Additionally we will continue our current student tracking and communication of attendance on a daily basis and employ the court based truancy system as needed.

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).	94.4%	
Unexcused Absences	Total number of absences not excused (2010-11).	114	
Discipline Report	Summary of discipline activity for the building (2010-11).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 0 Fighting/Assaults: 15	Court Petitions: 8 Expulsions: 0 Short-term Suspensions: 15 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2010-11).	57.5%	
Gender Report	Number of male and female students as reported by the 2010-11 OSPI School Report Card	Males: 226 Females: 224	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2010-11 OSPI School Report Card	American Indian or Alaskan Native: 1.6% Asian or Pacific Islander: .4% Black: .4% Hispanic: 9.8% White: 80.2%	
Drop-Out Rate	Percent of students listed as drop-outs in the 2010-11 OSPI School Report Card	0	
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	Headcount: 29 Overall Ratio: 15.5/1	Average Years of Exp: 14.4 Percent ≥ a Master's Degree: 65.5%

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
<ul style="list-style-type: none"> • 2011 Sixth Grade student score percentages increased over 2010 in all academic areas measured on the MSP. • 2011 Sixth Grade student score percentages were above district and state averages in all Reading subcategories on the MSP • 2011 Sixth Grade student score percentages were above district and state averages in Math in all but one subcategory on the MSP. • Unexcused absences were less than 0.1% • 2011 Fifth Grade student score percentages increased over 2010 in the areas of Math and Science. 	<p>Nearly all academic areas not listed in the “areas of strength,” should be listed as areas for improvement.</p> <ul style="list-style-type: none"> • 2011 Third Grade student score percentages decreased in both Reading and Math. <ul style="list-style-type: none"> ○ The most significant change in percentage of level in Third Grade Reading was the increase in Level Two students from 11% in 2010 to 21% in 2011. ○ The most significant change in percentage of level in Third Grade Math was the increase of Level One students from 12% in 2010 to 24.6% in 2011. • 2011 Fourth Grade student score percentages decreased in Reading, Math, and Writing. <ul style="list-style-type: none"> ○ The most significant change in percentage of level in Fourth Grade Reading was a decrease of Level Four students from 28% in 2010 to 19% in 2011. • Fourth Grade Math decrease by 3% from 2010 to 2011 but there was no significant change in any of the student performance levels. • 2011 Fifth Grade student score percentage decreased in Reading by 4%. <ul style="list-style-type: none"> ○ The most significant change in percentage of level in Fifth Grade Reading was a decrease of Level Four students from 45% in 2010 to 28% in 2011. • 2011 Fifth Grade student score percentage level increased in Science by over 30% but is still 20% below Port Angeles average score.

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 1.5 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	Comments
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<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 1.1 Create a culture of trust among staff, students, and community.

DATA ANALYSIS	2010 CEE data from parents and staff, indicates collaboration and communication as area of improvement.				
STRATEGY	Work with all stakeholders in the Roosevelt community to collaborate, communicate, and celebrate student success in all academic and community areas.				
EVIDENCE OF ACHIEVEMENT	2011-12 CEE data along with parent involvement and student performance data will increase.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Celebrate accomplishments and efforts of students, staff, and our community within every assembly, meeting, event, and communication.	Monthly assemblies, weekly meetings, and all special events	All staff	Leadership of committees, PTA, and Principal	<input type="checkbox"/>	
Pre-publish agenda items for discussion and decision for all staff meetings.	Weekly	Secretary and Principal	Staff and Principal	<input type="checkbox"/>	
Student recognition for effort and achievement at assemblies and including incentive program linked to the school-wide discipline plan	October to continue all year. Review each trimester	All Staff	Discipline Committee	<input type="checkbox"/>	
Work with PTA on school based projects such as assemblies and programs plus partner with them on district committees such as restructuring.		PTA teacher representative, PTA officers, and principal	PTA president and Principal	<input type="checkbox"/>	
Communicate with all stake holders about school issues through newsletters, phone calls, websites, reader board, and other media.	Monthly	All staff.	Office staff and Principal	<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	2010 CEE data from parents and staff, indicates collaboration and communication as area of improvement.				
STRATEGY	Work with all stakeholders in the Roosevelt community to collaborate, communicate, and celebrate student success in all academic and community areas.				
EVIDENCE OF ACHIEVEMENT	2011-12 CEE data along with parent involvement and student performance data will increase.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Invite all stake holders to give input on decisions that affect our role in the community and student learning, by publishing dates and agendas.	Monthly parent newsletters, weekly staff letters, and other.	All leadership personnel	Principal and office staff.	<input type="checkbox"/>	
Communicate with all stake holders about school issues through newsletters, phone calls, websites, reader board, and other media.	Monthly parent newsletters, weekly staff letters, and other.	Communication is two-way , all stakeholders are responsible	All persons in leadership roles	<input type="checkbox"/>	
Teacher, parent, and principal reports at each PTA meeting that include school and district information about decisions.	Monthly parent newsletters, weekly staff letters, and other.	Teacher committee representatives and Principal	PTA president and Principal	<input type="checkbox"/>	
				<input type="checkbox"/>	
				<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	<i>With the exception of sixth grade, all reading data decreased this year.</i>				
STRATEGY	Without exception, follow the newly adopted Reading curriculum in every classroom.				
EVIDENCE OF ACHIEVEMENT	Increase in all district and state Reading assessments at all grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop and employ a recording system for all classrooms that indicates weekly focus pace and strategies.	September, to continue weekly all year.	Principal	Principal and District Assistant Superintendent.	<input type="checkbox"/>	
Increase student instruction time by modifying our RTI system to a “push-in” model	September	LST	All Staff	<input type="checkbox"/>	
Use HM series in all classrooms including SPED for a minimum of 45 minutes with Reading instruction totaling 90min daily for all students.	September	All Staff	Principal	<input type="checkbox"/>	
Meet bi-monthly at grade level to discuss and reorganize reading instruction.	October	Grade Level Teams	LST and Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent	<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	<i>Writing data has decreased over the last three years.</i>				
STRATEGY	Schedule and share student writing assessments on a monthly basis in order to determine trends in student learning.				
EVIDENCE OF ACHIEVEMENT	Increase student writing data as measured by district and state assessments.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop a calendar of writing assignments that follow the newly adopted LA curriculum.	October	All certified staff	Principal	<input type="checkbox"/>	
Share the calendared writing assessments at grade level staff meetings monthly	October.	All certified Staff	Principal	<input type="checkbox"/>	
Focus at all grade levels on data subcategories that are showing the lowest performance including conventions, and male student writers.	November	All certified Staff	Principal	<input type="checkbox"/>	
Study strategies for teaching that will likely increase student performance. Book Study- Teach like a Champion	October	All staff	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent	<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	<i>Student performance in Math decreased in third and fourth grades.</i>				
STRATEGY	All grade levels will work with district curriculum, and work with district coaches to use effective math strategies and supplements to the curriculum.				
EVIDENCE OF ACHIEVEMENT	All grade level Math data will increase as measured by district and state assessments.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
All classrooms will use district curriculum and follow the district pacing calendar set out in the “looking ahead” publication.	September – June	All certified staff	Principal and District Assistant Superintendent	<input type="checkbox"/>	
All certified staff will communicate with the district math support personnel for updates on curriculum and appropriate supplements.	October, reviewed each trimester.	All certified staff	Principal	<input type="checkbox"/>	
Continue to provide time for volunteers to work with students on Math facts and other math concepts with qualified volunteers.	All year	Building Math Committee	Principal	<input type="checkbox"/>	
Study strategies for teaching that will likely increase student performance. Book Study- Teach like a Champion	November	All certified staff and Principal	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent	<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	<i>Science data increased 30% but is still 20% behind district average.</i>				
STRATEGY	Use district experts and the district kit assessments to modify science instruction and to clarify the exact concepts students need in order to be successful on state assessments.				
EVIDENCE OF ACHIEVEMENT	Increase of student performance data to a minimum of the district average.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Follow the science kit schedule, being sure to include all lessons that are recommended by the district science committee.	September- following the kit calendar	Classroom Teachers	Principal and district science committee representative.	<input type="checkbox"/>	
Schedule teacher professional development with district experts in science instruction for fifth grade teachers.	October	Fifth Grade teachers	Principal and district science experts.	<input type="checkbox"/>	
Review kit assessments at grade level meetings after each kit is taught.	November	All classroom teachers	Principal	<input type="checkbox"/>	
Study strategies for teaching that will likely increase student performance. Book Study- Teach like a Champion	November	Student Support Para and Principal	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent	<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	<i>With the exception of sixth grade, all reading data decreased this year.</i>				
STRATEGY	Develop a school-wide student support system that has daily support available for all students in all curricular areas.				
EVIDENCE OF ACHIEVEMENT	Increase in all district and state Reading assessments at all grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Use all necessary curriculum supports in the HM series for all level readers from intensive to grade level.	September	All staff	Principal and LST	<input type="checkbox"/>	
Develop an accountability system for student performance and behavior that is adopted as a school-wide plan in all classrooms.	October, reviewed each trimester.	Discipline Committee	Principal	<input type="checkbox"/>	
Reallocate support resources to provide daily after school support for every student that is more than two assignments behind in any area.	November	General Education para, Americorps, Classroom teachers,	Principal	<input type="checkbox"/>	
Communicate daily with parents of students who need support, including arranging transportation.	November	Student Support Para and Principal	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent		

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	<i>Writing data has decreased over the last three years.</i>				
STRATEGY	Develop a school-wide student support system that has daily support available for all students in all curricular areas.				
EVIDENCE OF ACHIEVEMENT	Increase in all district and state Reading assessments at all grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop a calendar of writing assignments that follow the newly adopted LA curriculum.	October	All certified staff	Principal	<input type="checkbox"/>	
Share the calendared writing assessments at grade level staff meetings monthly	October.	All certified Staff	Principal	<input type="checkbox"/>	
Reallocate support resources to provide daily after school support for every student that is more than two assignments behind in any area.	November	General Education para, Americorps, Classroom teachers,	Principal	<input type="checkbox"/>	
Communicate daily with parents of students who need support, including arranging transportation.	November	Student Support Para and Principal	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent		

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	<i>With the exception of Sixth Grade, Math data decreased in all areas.</i>				
STRATEGY	Develop a school-wide student support system that has daily support available for all students in all curricular areas.				
EVIDENCE OF ACHIEVEMENT	Increase in all district and state Reading assessments at all grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to use qualified volunteers to work individually with students who are lacking basic math skills at their grade level.	September –June	Classroom teachers, PTA	PTA volunteer coordinator and Principal	<input type="checkbox"/>	
Develop an accountability system for student performance and behavior that is adopted as a school-wide plan in all classrooms.	October, reviewed each trimester.	Discipline Committee	Principal	<input type="checkbox"/>	
Reallocate support resources to provide daily after school support for every student that is more than two assignments behind in any area.	November	General Education para, Americorps, Classroom teachers,	Principal	<input type="checkbox"/>	
Communicate daily with parents of students who need support, including arranging transportation.	November	Student Support Para and Principal	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent		

PART 6: ACTION PLANS

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	<i>Science data increased 30% but is still 20% behind district average.</i>				
STRATEGY	Develop a school-wide student support system that has daily support available for all students in all curricular areas.				
EVIDENCE OF ACHIEVEMENT	Increase in all district and state Reading assessments at all grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Work with district experts to develop instructional skills that support the necessary student learning for state assessments.	October	Fifth grade teachers	Principal and district science experts.	<input type="checkbox"/>	
Develop an accountability system for student performance and behavior that is adopted as a school-wide plan in all classrooms.	October, reviewed each trimester.	Discipline Committee	Principal	<input type="checkbox"/>	
Reallocate support resources to provide daily after school support for every student that is more than two assignments behind in any area.	November	General Education para, Americorps, Classroom teachers,	Principal	<input type="checkbox"/>	
Communicate daily with parents of students who need support, including arranging transportation.	November	Student Support Para and Principal	Principal	<input type="checkbox"/>	
Follow student assessment calendar to insure timely data that will indicate support needs.	September	All certified staff	Principal and District Assistant Superintendent		

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	<i>Budgets continue to be cut. Student enrollment continues to decline.</i>				
STRATEGY	Participate in the district restructuring committee to develop a plan to insure student learning is optimized within the funding resources.				
EVIDENCE OF ACHIEVEMENT	Elementary schools will function for the next 5 years within the budgeted targets.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Recruit members for the Roosevelt community to participate on the district committee.	September	Principal	District Committee	<input type="checkbox"/>	
Attend all committee meetings with data and input that informs the committee as a whole of the culture and priorities of this community	September 21-December 5	Committee representatives	District Committee	<input type="checkbox"/>	
Communicate with all methods available from our school to the community as a whole, the process and decisions from the committee	September 21-December 5	Committee representatives	District Committee	<input type="checkbox"/>	
Support the decision of the Board of Directors in the plan set forth in order to prepare for the next 5 years.	December	Committee representatives	District Staff	<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	Student enrollment has been on a steady decline for more than a decade. Funding resources continue to decrease that used to supply more student support.				
STRATEGY	Communicate with the community the needs and changes the school and our students are have. Use creativity and collaboration in finding solutions.				
EVIDENCE OF ACHIEVEMENT	Increase in community support as measured by parent and community volunteerism and parent participation in events and student support model.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Form community partnerships with organizations, service groups and businesses.	September-June	Leadership from school, community, and PTA	Principal	<input type="checkbox"/>	
Design student support opportunities for volunteers	September-June	All staff	Principal	<input type="checkbox"/>	
Design student support system that assesses student needs, academic and behavioral, that communicates daily with parents.	October- June	Certified Staff	Site Team	<input type="checkbox"/>	
Reallocate resources where ever needed in order to provide student support	September-June	All Staff	Site Team	<input type="checkbox"/>	
Celebrate and communicate student success to build more support	September-June	All Staff	Site Team	<input type="checkbox"/>	

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

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

Effective instructional strategies as well as teaching the adopted curriculum will be our focus. Our 2011 MSP data shows the need for tutorial support is imperative in all academic areas. Nearly all of our energy and drive will be aimed to this end.

The Roosevelt Student support plan is the single largest change taking place this year. This plan is being developed by a committee that represents the entire staff. Due to be adopted in October, the plan will outline the procedures and resources of supporting every student. The support will be in relation to academic and behavioral expectation. We are including behavioral because student success is often in correlation with their behavior. Either the student doesn’t understand and so is acting out, or is acting out and so misses vital instruction necessary to understand. Every day, students will have the opportunity to receive after school tutoring from a minimum of three support staff (classroom teachers and administration will often be available as well.) The parents of students who need support will be contacted daily in order to communicate support and transportation needs. One para will be designated as the key support person in order to assure communication is efficient and reliable. The communication system will indicate the student and the specific assignment or concept that is to be reinforced. Both of our AmeriCorps volunteers will be supporting the students who need tutoring during school hours and after school. In addition a para, community volunteers, and periodic certified staff including administration, will be supporting this system. The end goal is to not let a week go by with a student being behind in any subject. The completed plan will be attached to this report by the end of the first reporting period.

In addition to the after school support, students will receive Reading support through our RTI push-in model. Students K-5 will receive small group instruction using HM curriculum and support materials four days a week. Student performance will be assessed to determine the effectiveness of the reading support. Student in high performing levels will be assessed less often than those who require intensive instruction. This model provides for both tutorial services as well as student enrichment.

Math tutorials will be provided during class time by volunteers who will work with fluency of math facts and problem solving strategies. Additionally, math support will be provided during the after school program by AmeriCorps volunteers and other staff. Math tutorial support is provided only to students identified by classroom teachers.

Tutorials and enrichment will also be available to all students at home via the internet. Our PTA has provided a site license to “Brain Pop.” This site has lessons designed to support every academic area and is aligned to the Washington State essential learning goals. Every family has access to this site. This site is used in classrooms as well to provide multi-media instructional support.

Enrichments in the Arts and other areas are also planned for this year such as participation in the MLK writing contest, Juan de Fuca Arts festival, plays and assemblies provided by local groups, and our annual Dessert Show. Enrichment clusters will be offered again in the spring.

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 Roosevelt Elementary School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-present. 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 Roosevelt 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): Roosevelt’s Student Assistance Team meets twice a month. Roosevelt has a school counselor who works with community agencies and district programs to help with transitions.		
Coordination and Integration of Federal, State, and Local Services (10): Roosevelt Elementary School utilizes the services of Peninsula Mental Health, Readiness to Learn, AmeriCorps volunteers, community volunteers, and the Parent Teacher Association. During 2011 and ongoing school years, Roosevelt has been adopted by a local church to assist students and provide them a positive adult connection.		
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 wit 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	☒
\$0	Technology Training – Mobi View by eInstruction	7 staff members	<input type="checkbox"/>
\$400	Book Study for <u>Teach Like a Champion</u>	29 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 to observe peers.	Offered to all certificated staff members.	<input type="checkbox"/>
\$0	Purdue SEMR Module completed this year	Open to all staff	<input type="checkbox"/>
\$0			<input type="checkbox"/>

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

\$ **2400**

School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Fairview				Grades (Example: Elem / MS / HS): Elem		
School Improvement Goal (taken from your building's School Improvement Plan): Teachers use Effective Teaching Strategies						
Technology and Learning Strategy: Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): Technology should be used in context of learning about other curriculum.						
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 a Tech. Learning Center	Maintenance IT	HW – Wiring/Cabling		\$10,000 – E-grant	Percent of Students Use – Access Capacity
	Transfer Projection Systems to new school and install in Each Instructional Room	Maintenance IT	HW – Cabling / Wiring		\$2,000 – E-grant	All Teachers have Same Level of Tech. as in 06-07
	Wireless Access in all Classrooms	IT	HW – Access Pts.		10 Access Points @ \$500 - \$5,000	Percent of Teacher/Student Access
Year 2: 2008-2009	Replace / Relamp Teacher Projection Devices	SIT Principal IT	HW - Equipment		\$15,000 – Tech Levy	All Projection Devices Upgraded
	Replace Computers in Lab	Principal SIT IT	HW – Computers SW	PD on New Technologies	\$20,000 – Tech Levy	Percent of Students Access to New Machines
Year 3: 2009-2010	Develop Technology Replacement Schedule & Plan & Identify Funding.	FV SIT IT FV Staff		PD on New Technologies	Fundraise Goal of \$100,000	All Building Technology Updated by 2011
	Technology Support for New Science Lab at Closed Elementary (Monroe)	Principal IT Maintenance	HW – New Server & Access	PD on Remote Learning – Alt. Energy	Toyota Grant Local Fundraising	

SIP Team Leader Completing This Form: Doug Hayman Date: 09-21-09

Other SIP Team Participants: Nolan Duce

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.

We have strengths in our data that indicate that although by grade level, we are below district averages, students leaving our school after sixth grade are above the district average. We share the responsibility of providing sound instruction and high levels of student performance and so have regrouped our efforts and resources in order to insure higher student achievement for the future. We are developing a school-wide student support plan that will provide the needed support in all academic areas every day because Roosevelt Elementary is currently underperforming. This plan outlines the expectations of students, staff, and parents to support improving student learning. Resources have been reallocated to this plan to insure success including dedicating an hour after school every day of para and AmeriCorps time to support any student who demonstrates they need it. We have clear objectives in each academic area. Our Reading program will use proven curriculum with fidelity and we will use instructional strategies that will put our students on the path to success. It will be the administration’s responsibility to support all of our teachers in following the district pacing calendar which insures the needed curriculum will be delivered at the pace necessary to be successful on the MSP. We will apply the same strategy to our Writing program plus calendar building grade level meetings that review student writing on a monthly basis. Our school has vertical academic teams, a Site Team, adjunct committees, as well as community partners and our PTA, that will share in the leadership decisions and responsibilities. Professional development will be focused on effective use of the Reading and Math curriculum, plus effective strategies to be used in all curricular areas as

Reading Objectives	Use Houghton Mifflin in all classrooms to support all levels of readers	Use effective instructional strategies outlined in Teach like a Champion	Use “Looking Ahead” publication to keep pace in instruction.	
Writing Objectives	Use Houghton Mifflin writing assignments to provide common assessment	Share student writing across grade level to monthly to assess teaching strategies	Use “Looking Ahead” publication to keep pace in instruction.	
Math Objectives	Differentiate math instruction and assess student learning often	Supplement curriculum where recommended to meet learning objective	Use “Looking Ahead” publication to keep pace in instruction.	
Science Objectives	Teach kit lessons recommended by district science experts	Use district kit assessments to design lessons	Use “Looking Ahead” publication to keep pace in instruction.	

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
Principal	Doug Hayman	
Secretary	Jenny McCaslin	
Teacher	Kristen Lunt	
Teacher	Gail Kite	
Teacher	Kelly Sanders	
Para	Sue Chance	
Para	Taffy Bond	
Custodian	Deena Duce	
Parent	Michelle Raeber	
Parent	Tanya Jeffers	
School Board President	Sarah Methner	<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.

Roosevelt Parent Involvement Plan/ Procedures 2011-12

Roosevelt 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 Roosevelt and home work together to promote high achievement by our children. Neither home nor Roosevelt 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. Roosevelt recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Roosevelt 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. Roosevelt 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.
 - Revision of the Continuous School Improvement Plan based on Center for Effective Education Surveys and parent input forms, PTA meetings and events.

- 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.
 - Open House September 22nd, 2011 and parent-teacher conferences November of 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.

PART 13: APPENDICES

- Student Assistance Team meetings in morning and afternoon to accommodate parents' schedules and home visits in occasion that families need that support.
- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.
- Revision of the Continuous School Improvement Plan based on Center for Effective Education Surveys and parent input forms. Parents can access the Continuous School Improvement Plan on the district website.
- 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.
 - Student Assistance Team meetings are set where teacher, support staff, and parents can work as a team to find the best ways to help the child.
- F. If schoolwide 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.
- Descending opinion on SAT form, IEP and 504.
- G. Roosevelt will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.
- Copies of the PIRC pamphlet will be sent home for families to have as a reference. Extra copies will be available at the school office.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

PART 13: APPENDICES

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.
 - Compacts are sent to families that outline each parties involvement and responsibilities (parent, student, teacher, support staff). Student progress is given by trimester report cards, progress reports monthly and additional reports as requested by parents. PTA and classroom sign ups allow for volunteer opportunities.

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.
 - Open House in September 2011.
 - Math and Science fairs
 - WASL (Washington Assessment of Student Learning) talks to inform families of standardized state testing measurements.
- 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.
 - Math and Science fairs to talk about home support opportunities parents have and to explain curriculum further. Family reading night helps parents learn skills when reading with their children at home. Pamphlets that are sent home to help guide parents on questioning skills/literacy skills they can use when reading at home with their child.

PART 13: APPENDICES

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - Staff meetings discuss how important the parent/school connection is and opportunities that we can offer to bring families into the building.
- 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.
 - School Psychologist and team do an annual Child Find to provide an intervention at a early age. School works and communicates with local infant/toddler program and development preschools in district.
- 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.
 - Regional resource pamphlets available, monthly newsletters and other publications that are needed for special circumstances.
- f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request. PTA related events and volunteering opportunities.
- 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.

PART 13: APPENDICES

- Available if necessary or upon request.
- j. May train parents to enhance the involvement of other parents.
 - PTA works to get parents involved and in training parents on how to help.
- 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.
 - Conferences by phone, email or in home upon request.
- l. May adopt and implement model approaches to improving parental involvement.
 - As needed.
- 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.

- Special education, English language learners program, translators as needed, phone conferences.

PART IV-ADOPTION

This Roosevelt 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 Roosevelt on _____ and will be in effect for the period of the 2011-12 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 or before _____.

PART 13: APPENDICES

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document: Teresa Beckstrom and Tonya Jeffers