

Port Angeles School District

Roosevelt Elementary School



Date: October 12, 2009

Continuous School Improvement Plan 2009-10

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 21.

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 bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2009. **The final plan is due to the superintendent by September 21, 2009.** Schools will report progress on January 11, 2010, April 12, 2009, and finally for the year on June 18, 2010.

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 21, 2009.

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 DATA

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

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 3: % of students at each level								
Level 1:					8.1%	0.0%	6.1%	0.0%
Level 2:					14.5%	20.0%	19.7%	20.0%
Level 3:					41.9%	40.0%	37.9%	40.0%
Level 4:					33.9%	40.0%	36.4%	40.0%
WASL Reading 3: % Meeting Standard:					75.8%	80.0%	74.2%	80.0%
% Not Meeting Standard:					24.2%	20.0%	25.8%	20.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 3: % of students at each level								
Level 1:					6.5%	0.0%	16.7%	0.0%
Level 2:					17.7%	20.0%	16.7%	20.0%
Level 3:					45.2%	50.0%	50.0%	50.0%
Level 4:					29.0%	30.0%	16.7%	30.0%
WASL Math 3: % Meeting Standard:					74.2%	80.0%	66.7%	80.0%
% Not Meeting Standard:					25.8%	20.0%	33.3%	20.0%

PART 2: DATA ANALYSIS

WASL DATA

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

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 4: % of students at each level								
Level 1:					1.3%	0.0%	6.3%	0.0%
Level 2:					26.0%	20.0%	12.7%	15.0%
Level 3:					40.3%	40.0%	42.9%	45.0%
Level 4:					32.5%	40.0%	36.5%	40.0%
WASL Reading 4: % Meeting Standard:					72.7%	80.0%	79.4%	85.0%
% Not Meeting Standard:					27.3%	20.0%	20.6%	15.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Writing 4: % of students at each skill								
Conventions:					76.3%	80.0%	88.9%	90.0%
Content, Organization, and Style:					52.6%	60.0%	44.4%	60.0%
WASL Writing 4: % Meeting Standard:					59.7%	67.0%	69.8%	75.0%
% Not Meeting Standard:					40.3%	33.0%	30.2%	25.0%

WASL DATA

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

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 4:								
% of students at each level								
Level 1:					11.7%	6.0%	9.5%	0.0
Level 2:					33.8%	26.0%	25.4%	25.0
Level 3:					22.1%	34.0%	28.6%	40.0%
Level 4:					32.5%	34.0%	34.9%	35.0%
WASL Math 4:								
% Meeting Standard:					54.5%	68.0%	63.5%	75.0%
% Not Meeting Standard:					45.5%	32.0%	36.5%	25.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Science 5:								
% of students at each level								
Level 1:					22.1%	10.0%	17.9%	10.0%
Level 2:					46.8%	40.0%	48.8%	40.0%
Level 3:					24.7%	40.0%	28.6%	40.0%
Level 4:					5.2%	10.0%	4.8%	10.0%
WASL Science 5:								
% Meeting Standard:					29.9%	50.0%	33.3%	50.0%
% Not Meeting Standard:					70.1%	50.0%	66.7%	50.0%

WASL DATA

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

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 5: % of students at each level								
Level 1:					1.3%	0.0%	2.4%	0.0%
Level 2:					19.5%	18.0%	21.4%	18.0%
Level 3:					45.5%	42.0%	45.2%	42.0%
Level 4:					32.5%	40.0%	31.0%	40.0%
WASL Reading 5: % Meeting Standard:					77.9%	82.0%	76.2	82.0%
% Not Meeting Standard:					22.1%	18.0%	23.8	18.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 5: % of students at each level								
Level 1:					15.6%	13.0%	11.9%	5.0%
Level 2:					23.4%	20.0%	21.4%	20.0%
Level 3:					33.8%	40.0%	31.0%	45.0%
Level 4:					26.0%	27.0%	35.7%	30.0%
WASL Math 5: % Meeting Standard:					59.7%	67.0%	66.7%	75.0%
% Not Meeting Standard:					40.3%	33.0%	33.3%	25.0%

WASL DATA

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

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 6: % of students at each level								
Level 1:			0.7%	1.6%	2.5%	0.0%	1.2%	0.0%
Level 2:			30.4%	19.8%	27.2%	20.0%	24.7%	20.0%
Level 3:			50.7%	42.1%	49.4%	55.0%	54.3%	55.0%
Level 4:			18.2%	35.7%	21.0%	25.0%	17.3%	25.0%
WASL Reading 6: % Meeting Standard:			68.9%	78.6%	70.4%	80.0%	71.6%	80.0%
% Not Meeting Standard:			31.1%	21.4%	29.6%	20.0%	28.4%	20.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 6: % of students at each level								
Level 1:			16.9%	19.0%	16.0%	8.0%	16.0%	5.0%
Level 2:			16.9%	19.0%	33.3%	32.0%	25.9%	20.0%
Level 3:			36.5%	38.9%	35.8%	40.0%	32.1%	50.0%
Level 4:			29.1%	22.2%	14.8%	20.0%	23.5%	25.5%
WASL Math 6: % Meeting Standard:			65.5%	61.1%	50.6%	60.0%	55.6%	75.0%
% Not Meeting Standard:			34.5%	38.9%	49.4%	40.0%	44.4%	25.0%

WASL 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						
2008 Exp.	78.0%	72.0%	n/a	80.0%	80.0%	n/a
2008	70.5%	63.9%	n/a	67.2%	72.1%	n/a
2009 Exp.	75.0%	70.0%	n/a	73.0%	77.0%	n/a
2009	68.2%	75.8%				
2010 Exp.						

Instructional Implications (including reference to applicable Action Plan):

As a part of Action Plan 1.1 teachers will employ strategies learned through Response to Intervention training. Early identification of students not meeting standard in Reading has already occurred via EOY data from second grade and DIBELS assessments administered the week of September 8. Reading groups have been designed based on this data and small group instruction has begun using supplemental curriculum in addition to the core HM curriculum.

In addition, the same strategy is being implemented in grades K-2 in order to better prepare students prior to third grade.

The gender gap was narrowed but female student out performed males 80% to 69.4%

WASL 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
2005						
2006						
2007						
2008 Exp.	95.0%	95.0%	n/a	95.0%	95.5%	n/a
2008	72.7%	62.3%	n/a	67.5%	66.2%	n/a
2009 Exp.	77.0%	70.0%	n/a	73.0%	73.0%	n/a
2009	76.9%	73.1%				
2010 Exp.	85.0%	85.0%				

Instructional Implications (including reference to applicable Action Plan): The following is a building-wide instructional focus in the area of Reading:
 As a part of Action Plan 1.1 teachers will employ strategies learned through Response to Intervention training. Early identification of students not meeting standard in Reading has already occurred via EOY data from second grade and DIBELS assessments administered the week of September 8. Reading groups have been designed based on this data and small group instruction has begun using supplemental curriculum in addition to the core HM curriculum. Each gender showed improvement from the prior year but female students out performed males 87.5% to 71.0%.

WASL 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
2006						
2007						
2008 Exp.	95.0%	95.0%	n/a	95.0%	95.0%	n/a
2008	63.2%	56.6%	n/a	67.1%	73.7%	n/a
2009 Exp.	70.0%	64.0%	n/a	73.0%	78.0%	n/a
2009	57.6%	67.1%				
2010 Exp.	85.0%	85.0%				

Instructional Implications (including reference to applicable Action Plan): The following is a building-wide instructional focus in the area of Reading:
 As a part of Action Plan 1.1 teachers will employ strategies learned through Response to Intervention training. Early identification of students not meeting standard in Reading has already occurred via EOY data from second grade and DIBELS assessments administered the week of September 8. Reading groups have been designed based on this data and small group instruction has begun using supplemental curriculum in addition to the core HM curriculum.
 In addition, fifth grade will increase their focus on comprehension strategies. The gender gap narrowed but female student outperformed males 80.5% to 72.1%.

WASL 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
2006	64.9%	71.6%	66.2%	58.86%	64.9%	75.7%
2007	66.7%	87.3%	69.0%	69.0%	72.2%	69.8%
2008 Exp.	70.0%	80.0%	75.0%	65.0%	70.0%	80.0%
2008	65.4%	56.8%	59.3%	69.1%	65.4%	61.7%
2009 Exp.	72.0%	64.0%	n/a	75.0%	72.0%	n/a
2009	64.1%	70.5%	64.1%			
2010 Exp.	85.0%	85.0%	85.0%			

Instructional Implications (including reference to applicable Action Plan): Implications: The following is a building-wide instructional focus in the area of Reading:
 As a part of Action Plan 1.1 teachers will employ strategies learned through Response to Intervention training. Early identification of students not meeting standard in Reading has already occurred via EOY data from second grade and DIBELS assessments administered the week of September 8. Reading groups have been designed based on this data and small group instruction has begun using supplemental curriculum in addition to the core HM curriculum.
 In addition sixth grade will increase their focus on comprehension strategies. Females out performed male students 81.4% to 60.5%.

WASL 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
2006								
2007								
2008 Exp.	94.0%	75.0%	70.0%	75.0%	80.0%	70.0%	80.0%	70.0%
2008	57.4%	65.6%	67.2%	60.7%	73.8%	68.9%	68.9%	68.9%
2009 Exp.	65.0%	72.0%	73.0%	67.0%	78.0%	75.0%	75.0%	75.0%
2009	62.1%					66.7%		
2010 Exp.	75.0%					75.0%		

- Instructional Implications (including reference to applicable Action Plan):** The Bridges curriculum was implemented during the 08-09 school year. Teachers will build on the spiraling pattern within the curriculum and supplement concepts that are likely to support all mathematical concepts. At this level, Number Sense and Problem solving are the curricular areas that will be focused on. Teacher will also devote addition time and effort on basic skills and math facts. Technology will be a tool in practicing math facts as well as formative assessment. (STAR Math, Action Plan 1.3) This is the only gender category where males out performed the females 72.2% to 60.0%.

WASL 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
2005								
2006								
2007								
2008 Exp.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2008	48.1%	58.4%	72.7%	39.0%	50.6%	49.4%	58.4%	62.3%
2009 Exp.	57.0%	65.0%	77.0%	49.0%	60.0%	60.0%	64.0%	70.0%
2009	44.0%					44.0%		
2010 Exp.								

Instructional Implications (including reference to applicable Action Plan): The following is a building-wide Math focus with specific grade level foci of concepts:

The Bridges curriculum was implemented during the 08-09 school year. Teachers will build on the spiraling pattern within the curriculum and supplement concepts that are likely to support all mathematical concepts. At this level, Number Sense and Problem solving are the curricular areas that will be focused on. Teacher will also devote addition time and effort on basic skills and math facts. Technology will be a tool in practicing math facts as well as formative assessment. (STAR Math, Action Plan 1.3) Females out performed males 75.0% to 51.6%.

WASL 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
2006								
2007								
2008 Exp.	70.0%	80.0%	80.0%	80.0%	85.0%	75.0%	80.0%	80.0%
2008	46.1%	56.6%	48.7%	61.8%	61.8%	53.9%	65.8%	64.5%
2009 Exp.	56.0%	65.0%	56.0%	68.0%	68.0%	64.0%	72.0%	72.0%
2009	69.4%					64.7%		
2010 Exp.	75.0%					75.0%		

Instructional Implications (including reference to applicable Action Plan): The following is a building-wide Math focus with specific grade level foci of concepts:

The Bridges curriculum was implemented during the 08-09 school year. Teachers will build on the spiraling pattern within the curriculum and supplement concepts that are likely to support all mathematical concepts. At this level, Number Sense, Problem solving, and Geometric Sense are the curricular areas that will be focused on. Teacher will also devote addition time and effort on basic skills and math facts. Technology will be a tool in practicing math facts as well as formative assessment. (STAR Math, Action Plan 1.3) Females out performed male 73.2% to 60.5%.

WASL 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
2006	68.7%	63.3%	46.9%	51.7%	53.7%	51.0%	53.7%	73.5%
2007	64.0%	51.2%	64.8%	49.6%	72.8%	50.4%	54.4%	52.0%
2008 Exp.	75.0%	75.0%	55.0%	57.0%	60.0%	57.0%	60.0%	75.0%
2008	40.7%	56.8%	64.2%	79.0%	46.9%	50.6%	48.1%	38.3%
2009 Exp.	50.0%	64.0%	71.0%	83.0%	56.0%	59.0%	57.0%	50.0%
2009	57.0%					53.2%		
2010 Exp.	75.0%					75.0%		

Instructional Implications (including reference to applicable Action Plan): The following is a building-wide Math focus with specific grade level foci of concepts:

The Bridges curriculum was implemented during the 08-09 school year. Teachers will build on the spiraling pattern within the curriculum and supplement concepts that are likely to support all mathematical concepts. At this level, Number Sense, Problem Solving, Algebraic Sense, and Making Connections, are the curricular areas that will be focused on. Teacher will also devote addition time and effort on basic skills and math facts. Technology will be a tool in practicing math facts as well as formative assessment. (STAR Math, Action Plan 1.3) Female students out performed males 58.1% to 52.6%.

WASL 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	Applications		
2006 – State	37.3%	34.8%	41.6%	n/a	n/a
2007 – State	34.3%	32.5%	40.5%	n/a	n/a
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 . Roosevelt	28.2%	28.2%	51.8%	n/a	n/a

- Instructional Implications (including reference to applicable Action Plan):** We must devote more time and effective instructional strategies to the teaching of science. We have created a science room for fifth grade teachers in order to save time in set up and to give an added focus on science. Strategies involving Systems and Inquiry will be a constant focus of the room including semi-permanent displays about these concepts that will be reviewed prior to each content lesson.

WASL 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						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		65.5%	63.3%	62.5%	70.0%	69.4%	80%		69.0%	73.3%	75.0%	80.0%	72.2%	80%
Female		85.7%	65.2%	90.0%	92.0%	80.0%	92%		85.7%	69.6%	73.3%	80.0%	60.0%	80%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	77%	100%	73.1%	70.5%	80.0%	71.0%	80%	60%	66.7%	57.7%	54.5%	68.0%	51.6%	75%
Female	96%	96.6%	92.3%	75.8%	80.0%	87.5%	90%	71%	72.4%	65.4%	54.5%	68.0%	75.0%	80%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	49%	37.0%	53.8%	54.5%	62.0%	51.6%	75%	33%	36.4%	16.7%	27.8%	50.0%	27.9%	50%
Female	82%	79.3%	80.8%	66.7%	62.0%	87.5%	90%	31%	39.3%	27.6%	32.5%	50.0%	39.0%	50%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		68.2%	66.7%	66.7%	72.0%	72.1%	80%		54.5%	70.8%	55.6%	65.0%	60.5%	70%
Female		89.3%	79.3%	90.0%	92.0%	80.5%	90%		71.4%	72.4%	65.0%	72.0%	73.2%	80%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		64.6%	73.7%	62.5%	70.0%	60.5%	70%		65.8%	66.7%	40.0%	50.0%	52.6%	70%
Female		73.9%	82.6%	78.0%	80.0%	81.4%	90%		65.2%	56.5%	61.0%	70.0%	58.1%	70%

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					
	2009			2010			2009			2010		
GRADE 3	# 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	62	90%	75.8%	75	80%	60	62	85%	74.2%	75	75%	56
American Indian	4	90%	n<10	3	80%	n<10	4	85%	n<10	3	75%	n<10
Asian/Pacific Islander	1	90%	n<10	1	80%	n<10	1	85%	n<10	1	75%	n<10
Black	2	90%	n<10	0	80%	n<10	2	85%	n<10	0	75%	n<10
Hispanic	2	90%	n<10	3	80%	n<10	2	85%	n<10	3	75%	n<10
White	53	90%	79.2%	65	80%	52	53	85%	77.4%	65	75%	49
Male	32	90%	62.5%	41	80%	33	32	85%	75.0%	41	75%	31
Female	30	90%	90.0%	34	80%	27	30	85%	73.3%	34	75%	25
Disabled	15	90%	53.3%	13	80%	10	15	85%	80.0%	13	75%	10
LEP	0	90%	n<10	0	80%	n<10	0	85%	n<10	0	75%	n<10
Low SES	25	90%	56.0%	42	80%	34	25	85%	64.0%	42	75%	31

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					
	2009			2010			2009			2010		
GRADE 4	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Neces- sary Head- count	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Head- count
All students	77	100%	72.7%	61	85%	52	77	80%	54.5%	61	75%	46
American Indian	7	100%	n<10	5	85%	n<10	7	80%	n<10	5	75%	n<10
Asian/Pacific Islander	1	100%	n<10	0	85%	n<10	1	80%	n<10	0	75%	n<10
Black	1	100%	n<10	0	85%	n<10	1	80%	n<10	0	75%	n<10
Hispanic	2	100%	n<10	3	85%	n<10	2	80%	n<10	3	75%	n<10
White	67	100%	74.6%	52	85%	44	67	80%	58.2%	52	75%	39
Male	44	100%	70.5%	34	85%	29	44	80%	54.5%	34	75%	25
Female	33	100%	75.8%	27	85%	23	33	80%	54.5%	27	75%	20
Disabled	14	100%	28.6%	14	85%	12	14	80%	28.6%	14	75%	10
LEP	0	100%	n<10	0	85%	n<10	0	80%	n<10	0	75%	n<10
Low SES	33	100%	72.7%	37	85%	31	33	80%	45.5%	37	75%	28

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					
	2009			2010			2009			2010		
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	77	90%	77.9%	70	82%	57	77	80%	59.7%	70	75%	52
American Indian	4	90%	n<10	4	82%	n<10	4	80%	n<10	4	75%	n<10
Asian/Pacific Islander	1	90%	n<10	1	82%	n<10	1	80%	n<10	1	75%	n<10
Black	1	90%	n<10	1	82%	n<10	1	80%	n<10	1	75%	n<10
Hispanic	2	90%	n<10	5	82%	n<10	2	80%	n<10	5	75%	n<10
White	68	90%	82.4%	59	82%	48	68	80%	66.2%	59	75%	44
Male	36	90%	66.7%	32	82%	26	36	80%	55.6%	32	75%	24
Female	40	90%	90.0%	38	82%	31	40	80%	65.0%	38	75%	28
Disabled	16	90%	43.8%	19	82%	15	16	80%	18.8%	19	75%	14
LEP	0	90%	n<10	0	82%	n<10	0	80%	n<10	0	75%	n<10
Low SES	37	90%	75.7%	32	82%	26	37	80%	59.5%	32	75%	24

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					
	2009			2010			2009			2010		
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	85%	70.4%	81	80%	64	81	75%	50.6%	81	70%	56
American Indian	4	85%	n<10	3	80%	n<10	4	75%	n<10	3	70%	n<10
Asian/Pacific Islander	1	85%	n<10	2	80%	n<10	1	75%	n<10	2	70%	n<10
Black	0	85%	n<10	1	80%	n<10	0	75%	n<10	1	70%	n<10
Hispanic	7	85%	n<10	2	80%	n<10	7	75%	n<10	2	70%	n<10
White	70	85%	74.3%	72	80%	58	70	75%	54.3%	72	70%	50
Male	40	85%	62.5%	44	80%	35	40	75%	40.0%	44	70%	31
Female	41	85%	78.0%	37	80%	30	41	75%	61.0%	37	70%	26
Disabled	10	85%	N<10	16	80%	13	10	75%	N<10	16	70%	11
LEP	0	85%	n<10	0	80%	n<10	0	75%	n<10	0	70%	n<10
Low SES	33	85%	60.6%	36	80%	29	33	75%	48.5%	36	70%	25

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	2005	2007	2009 Exp.	2009	2010 Exp.		2005	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	❖	❖	85%	68%	85%	Frequent Monitoring of Teaching and Learning	❖	❖	70%	46%	70%
Effective School Leadership	❖	❖	85%	79%	85%	Focused Professional Development	❖	❖	70%	45%	70%
High Standards & Expectations	❖	❖	85%	53%	85%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	85%	68%	85%
High Levels of Collaboration and Communication	❖	❖	70%	52%	70%	High Levels of Community & Parent Involvement	❖	❖	85%	56%	85%
Supportive Learning Environment	❖	❖	85%	72%	85%	Staff Willingness to Change	❖	❖	85%	66%	85%

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 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	❖	95%	64%	80%	Frequent Monitoring of Teaching and Learning	❖	95%	68%	80%
Effective School Leadership	❖	95%	76%	95%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	❖	95%	80%	95%	Curric., Instruct., and Assess. Aligned with Standards	❖	95%	67%	80%
High Levels of Collaboration and Communication	❖	95%	75%	95%	High Levels of Community & Parent Involvement	❖	95%	68%	80%
Supportive Learning Environment	❖	95%	76%	95%	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	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	❖	95%	71%	95%	Frequent Monitoring of Teaching and Learning	❖	95%	63%	85%
Effective School Leadership	❖	95%	75%	95%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	❖	95%	85%	95%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖
High Levels of Collaboration and Communication	❖	85%	62%	85%	High Levels of Community & Parent Involvement	❖	85%	61%	85%
Supportive Learning Environment	❖	95%	68%	95%	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 2008-09					Expected Results for 2009-10				
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	75%	84%	90%	❖	1	80%	90%	92%	❖
	2	76%	80%	84%	❖	2	80%	90%	88%	❖
	3	82%	88%	❖	77%	3	85%	92%	❖	82%
	4	40%	60%	❖	59%	4	50%	68%	❖	65%
	5	92%	92%	❖	63%	5	95%	95%	❖	70%
6	81%	81%	❖	74%	6	85%	85%	❖	80%	
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	❖	❖	❖	99%	K	❖	❖	❖	100%
	1	❖	❖	❖	98%	1	❖	❖	❖	100%
	2	❖	❖	❖	87%	2	❖	❖	❖	95%
	3	❖	48%	82%	72%	3	70%	85%	85%	80%
	4	65%	21%	❖	68%	4	70%	40%	-	78%
	5	❖	42%	63%	34%	5	70%	55%	70%	50%
6	❖	46%	89%	17%	6	70%	60%	92%	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	90%	90%	❖	❖	K	95%	95%	❖	❖
	1	90%	90%	100%	❖	1	95%	95%	100%	❖
	2	90%	98%	78%	❖	2	95%	100%	85%	❖
	3	84%	79%	50%	❖	3	90%	90%	65%	❖
	4	80%	66%	51%	❖	4	90%	80%	65%	❖
	5	78%	51%	44%	65%	5	85%	65%	60%	75%
6	80%	74%	80%	84%	6	90%	85%	90%	92%	

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data (end-of-year data)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (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	4.5	94.82	1	0	0	0	K	15.5	96.14%	0	0	0	0
1	5	94.47	6	0	0	0	1	64.5	95.74%	0	0	0	2
2	17	94.00	1	0	0	4	2	4.5	96.74%	0	0	0	0
3	6	94.53	5	0	0	0	3	50.5	96.46%	1	0	0	2
4	17	94.29	6	0	0	4	4	23.5	95.94%	3	0	0	0
5	2	94.86	4	0	0	0	5	15.5	96.6%	3	0	0	0
6	3.5	94.11	13	0	0	0	6	38.5	96.2%	3	0	0	1

Instructional Implications (including reference to applicable Action Plan): Average daily attendance improved by approximately 2%. Board policy support was largely responsible for staff ability to follow through with attendance policies. A change in attendance law may stifle this improvement. All-Day kindergarten was also a factor. Students were not pulled for parent convenience as often. The number of suspensions drastically dropped from 36 suspensions in 07-08 to only 10 suspensions in 08-09. These 10 suspensions were assigned to only six students. With 504 actual students this is 1.1 % students receiving suspensions. This is still too much. Our school has adopted a social curriculum (Why Try) in order to improve on school culture and climate. The goal is for ALL students to be successful and know their responsibilities to society and there is support available to every one of them. (Action Plan 2.6)

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 (2008-09).	96.26%
Unexcused Absences	Total number of absences not excused (2008-09).	125
Discipline Report	Summary of discipline activity for the building (2008-09).	Drugs/Alcohol: 00 Court Petitions: 5 Tobacco: 00 Expulsions: 0 Weapons: 00 Short-term Suspensions: 10 Fighting/Assaults: 00/00 Long-term Suspensions: 00
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2007-08).	59.5%
Gender Report	Number of male and female students as reported by the 2008-09 OSPI School Report Card	Males: 258 Females: 256
Ethnicity Report	Percent of students by ethnic groups as reported by the 2009-09 OSPI School Report Card	American Indian or Alaskan Native: 4.7% Asian or Pacific Islander: 1.8% Black: 2.1% Hispanic: 4.7% White: 85.8%
Drop-Out Rate	Percent of students listed as drop-outs in the 2008-09 OSPI School Report Card	0.0%
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2008-09 OSPI School Report Card	00%
Staff Report	Staff demographic data as reported in the 2008-09 OSPI School Report Card	Headcount: 36 Average Years of Exp: 13.2 Overall Ratio: 14.2:1 Percent ≥ a Master's Degree: 55.6%

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the WASL, 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"> • All data for Roosevelt Elementary is baseline data. • Third Grade Math scores 66.7% - AYP=64.9% • Fourth Grade Reading scores 79.4% – AYP=76.1% • Fourth Grade Writing scores 69.8% • Fifth Grade Reading scores 76.2% - AYP=76.1% • Sixth Grade Reading scores 71.6% - AYP=65.1% • Less than 1% unexcused absences • Established system of awards for positive student recognition • Strong connection with PTA • Access to technology for all students at teachers • Professional Development and Professional Learning Community time is available • Life Skills programs are available in our building for LD students. • Technology Grants awarded to two teachers plus PTA will support \$5,000 more in technology hardware. • All teachers have received training in RTI 	<ul style="list-style-type: none"> • Third grade Reading WASL scores 74.1% must be 76.1% • Fourth Grade Math WASL scores 63.5% must be 64.9% • Fifth Grade Math WASL scores 59.7% must be 64.9% • Fifth Grade Science WASL scores 33.3% • Sixth Grade Math WASL scores 55.6% must be 58.7%

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement.

STRATEGIC GOALS FOR 2008-09

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

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
GOAL 2	Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.
GOAL 3	Parents and community partners support and enhance the education of children.

STRATEGIC OBJECTIVES FOR 2008-09

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	All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.
Objective 1.2	All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.
Objective 1.3	All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.
Objective 1.4	All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.
Objective 1.5	Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

PART 5: STRATEGIC OBJECTIVES

Objective 1.6	Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.
Objective 2.1	Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults' capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.
Objective 2.2	By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.
Objective 2.4	By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.
Objective 2.8	By June 2009, elementary school teams will participate in Response to Intervention training designed to provide understanding of a tiered model for delivery of instructional interventions addressing struggling students' reading needs; each team will conduct an internal evaluation of interventions as a step in determining whether to recommend implementing an RTI model.
Objective 3.1	By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

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

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

DATA ANALYSIS	Third grade (74.2%) WASL Reading scores did not meet AYP.				
STRATEGY	Develop professional learning communities(PLC) to examine and share best practices for reading instruction. Develop a Response to Intervention(RTI) support model to intervene with support prior to student failure.				
EVIDENCE OF ACHIEVEMENT	80% or more of students will achieve standard in district and RTI assessments as well as make AYP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Implementation of PLC's as grade level teams to review student data to support earliest signs of struggling students.	Weekly beginning Sept. Vertical teams to be formed in Oct.	RTI team (vertical team of teachers, specialists and Admin)	Principal	<input type="checkbox"/>	changed
Continue the implementation of RTI support through out the year with the goal of grades K-5 fully implemented and exploring grade 6.	Assessments Sept. 8-11 At- risk students every 1-3 weeks continue	RTI Team	Principal	<input type="checkbox"/>	changed
K-5 teachers use templates for instruction of new material and continue with most at-risk students	Sept. 14 to be re-assessed with RTI	Grade Level Teams	RTI Team	<input type="checkbox"/>	changed
Continue to purchase and implement use of short informational text, magazines, and AtoZ Reading materials for all levels, and Read 180.	Sept. 08 and renew subscriptions May 09	Library staff and Special Education Staff	Site Team	<input type="checkbox"/>	continue
Use RTI and AR assessments to closely monitor student progress and provide support immediately for students not achieving standard.	Assessments of at-risk student continue every 2 weeks, others -6wks	Classroom teacher	RTI Team	<input type="checkbox"/>	Intensify

ACTION PLAN

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

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Fourth Grade Writing WASL scores are 69.8% (state average 60.3%, district average 64.8). Above district average with 89% at standard in conventions.				
STRATEGY	Focus on all students but particularly boy writers using strategies outlined in Ralph Fletchers’ “Boy Writers” Also use writing connections with HM, Sitton Spelling, and Lucy Calkins for younger writers.				
EVIDENCE OF ACHIEVEMENT	Student writing data will meet or exceed district and state assessment averages in all grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Use Ralph Fletcher writing curriculum for grades 4-6 with a special focus on Boy Writer strategies.	September 08 with assessments at mid-year for grades 2-6	Classroom teachers	Site Team	<input type="checkbox"/>	Continue-improvement was made
Explore Portfolio development in grades 4-6 tracking student progress with student conferences	October 08, on going with conferences before mid year and WASL	Classroom teachers 4-6	Site Team	<input type="checkbox"/>	Continue-improvement was made
Use “Writers Work Shop” strategies in all classrooms with accountability checks with in each grade level team (GLT).	September, on going with weekly GLT meetings	Grade Level Teams	Principal	<input type="checkbox"/>	Continue-improvement was made
Use opportunities provided by RTI (Reading) to write about common experiences and practice Stem responses.	October at grade 4 and continuing for other grade levels as the start	Grade Level Teams	RTI Team	<input type="checkbox"/>	Continue-improvement was made
All teachers will review student writing within grade level teams and share best practices.	September with weekly PLC meetings, monthly with principal	PLC	Principal	<input type="checkbox"/>	Continue-improvement was made

ACTION PLAN

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

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Fourth grade (63.5%) Fifth grade (66.7%) and Sixth grade (55.6%). Grades 3-5 must reach 64.9% and grade 6 must reach 58.7% of students reaching standard.				
STRATEGY	<i>Bridges</i> curriculum professional development must be fully implemented plus PLC will review student progress weekly. Principal will review PLC/GLT on a monthly basis.				
EVIDENCE OF ACHIEVEMENT	Exceed AYP goals for math as measured by the WASL plus 80% or more showing standard at each grade level in mid year assessments.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review student by student math achievement of students coming into grade level by this year's teacher and write SLP as needed.	September 09 with the SLP's to be completed by mid October	Grade level teacher 3-6	Site Team and Principal	<input type="checkbox"/>	continue
Use of technology to provide practice and accounting of student progress in basic math facts with the addition of STAR Math. (sixth grade)	In teacher lesson plans by October 1 with checks periodically	Classroom teachers	Principal	<input type="checkbox"/>	changed
Complete implementation of Bridges Math curriculum including daily number corner in each classroom.	Sept.8 to continue throughout the year	Every classroom teacher	Site Team and Principal	<input type="checkbox"/>	continue
Sixth grade to practice on-line State Math Assessment	October- availability to be announced by OSPI	Sixth Grade Teachers	Principal	<input type="checkbox"/>	changed
Begin screening for RTI Math in the 4/5 grade split.	Sept. 09, to be reviewed each chapt.	Fourth grade and split teachers	Principal	<input type="checkbox"/>	changed

ACTION PLAN

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

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

DATA ANALYSIS	Fifth grade WASL scores continue to be the lowest in the district but increased to 33.3% Inquiry should be an area of focus.				
STRATEGY	Focus on the Inquiry Instructional Model in all curricular areas in order to model how to form questions in order to build understanding. Provide professional development for new staff and bi-monthly accountability.				
EVIDENCE OF ACHIEVEMENT	Student achievement above the district average in 5th grade WASL and increase student achievement on FOSS Science Kit unit tests as measured at the district level.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff training and collaboration between grade 5 teachers and 4./5 split. Pick out concepts assessed on state assessment and teach those.	September 08 with bi-monthly meetings continuing all year	Split and Fifth grade teachers	Principal	<input type="checkbox"/>	changed
Grades 4 and 5 teachers including split teacher will pull out lessons for both grade level kits and teach lessons with objectives that match state.	Sept 8. and continuing with each kit.	Grades 4 and 5 teachers	Principal	<input type="checkbox"/>	changed
Research supplemental materials used by other schools in the district to fill curricular gaps at grades 4 and 5.	Sept.09 and continuing	Grades 4 and 5 teachers	Principal	<input type="checkbox"/>	changed
Peer collaboration in GLT plan lessons and analyze FOSS assessments and student achievement. Also use independent writing to assess.	Nov. 2009 and continuing	Site Team	Principal	<input type="checkbox"/>	continue
Use informational text and AtoZ leveled readers to provide more content at instructional level	September 22 and continued	Grade Level Teams	ILT	<input type="checkbox"/>	continue

ACTION PLAN

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

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

DATA ANALYSIS	Student attendance is 94%, with less than 1% unexcused absences. Chronic absences still exist with more than 15 students with over 20 absences.				
STRATEGY	Support district adoption of revised attendance policy that includes language addressing students excuse due to parent responsibility (e.g., parent over slept, taking vacation during school year, etc.).				
EVIDENCE OF ACHIEVEMENT	Student attendance will increase to 96%, with 0% unexcused absences that are not in being processed in court.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Remind families of the change in attendance policy via monthly newsletter.	October 09	Secretaries	Principal	<input type="checkbox"/>	Continued
Send first letters of concern about tardies and absences and notify teachers	Nov. 2009 and continue as needed	Secretaries	Principal	<input type="checkbox"/>	Continued
Initiate court involvement with cases that continue to not adhere to district policy.	Dec. 2009 – May 2010 or sooner if needed	Secretaries	Principal	<input type="checkbox"/>	Continued
Follow through with court on actions and directives of the court by reporting parents in contempt.	Dec. 2009 – May 2010 or sooner if needed	Secretaries	Principal	<input type="checkbox"/>	Continued
Provide an incentive program using collectable “dog tags” for students with perfect attendance to be awarded each month at the assembly	Sept. 24 and continuing each month.	Secretaries	Principal (continually refer to each class by the “graduating year”)	<input type="checkbox"/>	New

ACTION PLAN

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

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	CEE data shows areas of strength in high expectations and leadership, lowest scores in collaboration and community involvement.				
STRATEGY	Continue traditions started with “golden awards” for positive performance throughout the building plus form new committees to refine discipline, social, and historic issues. Use a WEA survey to get new data.				
EVIDENCE OF ACHIEVEMENT	Goals set by CEE data plus achieve 80% or more positive responses on WEA survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Form a committee to standardize discipline and student motivation systems throughout the school “Why Try” family nights	June 08 and continuing meetings and reports to the staff all year	Discipline committee	Committee chair and principal	<input type="checkbox"/>	changed
Form a social committee to plan and carry out events that are aimed at personalizing relationships throughout the school	June 08 and continuing with events to include staff and community	Social Committee	Site Team	<input type="checkbox"/>	continue
Form a History committee to preserve and display the history and culture of the building and community (tile projects)	October meeting and once a month meetings to discuss and display	History Committee	Site Team	<input type="checkbox"/>	continue
Student-led assemblies hosted by each grade level. (add music and more student involvement)	Last Thursday of each month	Site Team	Principal	<input type="checkbox"/>	changed
Build relationships with our families and community by continually reaching out with communication and invitations to be a part of RES.	Continuing with PTA meetings, PC visits, and open house type events	PTA, Peninsula College coaches, Site Team	Principal	<input type="checkbox"/>	continue

ACTION PLAN

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

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

DATA ANALYSIS	Collaboration time for staff has increased due to district-wide support of an “Early Release Tuesday,” increasing the amount of collaboration opportunities to approximately six hours per week.				
STRATEGY	Extend collaboration time by scheduling weekly grade level team meetings to review student work and best practices. Also continue to incorporate training available from district adoption specialists.				
EVIDENCE OF ACHIEVEMENT	EES data will indicate staff more positive about collaboration time and focus on student achievement. Student achievement as measured by WASL will increase in areas where team planning was used.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Weekly PLC/GLT meetings scheduled to include district focused as well as building focused assessments.	Sep. 2009 and continued weekly	PLC	Site Team	<input type="checkbox"/>	continue
Individual teacher planning to be during physical education and music pull out time.	Sep. 2009 – June 2010	PE and Music Staff	Site Team	<input type="checkbox"/>	continue
Weekly RTI meetings to coordinate reading support time and research best practice.	September 09. Math RTI planning to start in April	RTI Team	Site Team	<input type="checkbox"/>	continue
Use <i>Bridges</i> for math, Calkins, Fletcher writing and Rebecca Sinton Spelling curriculum as a vehicle to focus on differentiated instruction.	Sep. 2009 – June 2010	Grade Level Teams	Site Team/Principal	<input type="checkbox"/>	continue
Conduct professional development opportunities with the assistance of curriculum adoption specialists in all curricular areas as needed.	Oct. 2009 – June 2010	PDC	PDC/Site Team	<input type="checkbox"/>	continue

ACTION PLAN

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

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

DATA ANALYSIS	Collaboration time for staff has increased due to district-wide support of an “Early Release Tuesday,” increasing the amount of collaboration opportunities to approximately six hours per week.				
STRATEGY	Build a master schedule that continues to support the collaboration time including time after school each day for grade level team meetings and early release Tuesday large group meetings focused on student work.				
EVIDENCE OF ACHIEVEMENT	EES data will indicate staff more positive about collaboration time and focus on student achievement. Student achievement as measured by WASL will increase in areas where team planning was used.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	No (comments)
Go to the Para type meetings. Para –reps and the principal go to individual paras monthly. Also, have a para attend monthly staff meetings	Sep. 2009 – June 2010	Librarian Para will attend meetings and send minutes to all classified	Para Reps and Principal	<input type="checkbox"/>	Changed
Meet with special education para-educators to collaborate on how to support student main streaming on days students are absent.	Sep. 2009 – June 2010	Paras and principal	Principal	<input type="checkbox"/>	continue
Professional Development opportunities up to 6 hours for Paras wishing to extend their knowledge base	August 09 – June 10	Paras	Principal	<input type="checkbox"/>	continue
Invite Paras to all “Why Try” training.	August 31- Oct. 10	Paras	Principal	<input type="checkbox"/>	Changed
				<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	All teachers have received initial training in new math curriculum. Continued support will be necessary in all curricular areas at all grade levels.				
STRATEGY	Job-embedded professional development in <i>Bridges Math</i> , Readers as Writers/Writers as Readers, plus district writing curriculum. Create PLC at grade levels plus RTI vertical team. Use adoption specialists				
EVIDENCE OF ACHIEVEMENT	AYP pace or better each year (Port Angeles goals based on prior year instead of bar).				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
				<input type="checkbox"/>	
Create a vertical PLC formed around RTI. This team will create schedules, work with consultants, and implement reading and math RTI	May 09 RTI team was formed, Sept. work with consultants	RTI Team	Principal	<input type="checkbox"/>	continue
Attend all district Special Ed days.	August 09- October 09				changed
Fully implement <i>Bridges Math</i> curriculum with expectations of reporting assessments plus other curricular areas at weekly RES PDC meetings.	Sep. 2009 – June 2010	Certified Staff	Site Team	<input type="checkbox"/>	continue
Special education training for all staff to help ensure success of integration of all students when appropriate.	Sep. 2009– June 2010	Certified Staff	Principal	<input type="checkbox"/>	continue

ACTION PLAN

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

OBJECTIVE 2.8 By June 2009, elementary school teams will participate in Response to Intervention training designed to provide understanding of a tiered model for delivery of instructional interventions addressing struggling students’ reading needs; each team will conduct an internal evaluation of interventions as a step in determining whether to recommend implementing an RTI model.

DATA ANALYSIS	Third grade (74.2%) WASL Reading scores. Did not make AYP				
STRATEGY	Develop professional learning communities(PLC) to examine and share best practices for reading instruction. Develop a Response to Intervention(RTI) support model to intervene with support prior to student fail-				
EVIDENCE OF ACHIEVEMENT	At least 80% of students will achieve “Good to Go” status as measured by RTI assessments prior to WASL				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue RTI vertical team including meeting protocol. Begin to implement Math screening in support of grade 4/5 teachers	Sept. 08 to continue	RTI Team	Principal	<input type="checkbox"/>	changed
Screen all students for instructional level using Dibbles, DRA, STAR, classroom assessment, and professional judgment	Grade 4- Sept 16 K-Sept 18 All other by Sept 22	Title One and support staff	GLT and RTI Team	<input type="checkbox"/>	continue
Attain support materials for at-risk students such as Read 180, A-Z, etc.	September 09 to continue throughout as funds are available	Title One/Special Ed Director	RTI Team /Principal	<input type="checkbox"/>	continue
Prepare screening for Math at all grade levels beginning with grades 4 and 5.	Sept. 09	Grade 4-5 teachers	RTI Team	<input type="checkbox"/>	changed
Continue Professional Development as available with Wayne Calendar	September continuing throughout year as available	Title One/Special Education Director	RTI Team/Principal	<input type="checkbox"/>	continue

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Parent and community involvement is relatively high in event-type opportunities. Parent involvement in classrooms becomes more sporadic at higher grade levels with very little in-class parent help in classrooms.				
STRATEGY	Continue site team made up of representatives from primary, intermediate certified staff, classified staff, plus community and administration and collaborate closely with our PTA. Form enrichment Triads.				
EVIDENCE OF ACHIEVEMENT	A stable site team, a list of adult advocates matched to each student, 80%+ of families represented at events.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes No (comments)	
Continue school-wide Dinner Show and Silent Auction, School Pictures, back to school barbeque, book fair, and other PTA sponsored events	Sept –BBQ, pictures May- Dinner Show TBA – Book Fair	PTA President and PTA staff representative	Site Team	<input type="checkbox"/>	
Make Student Treasure Books optional for teachers who wish to continue the tradition.	Spring 2009	Individual Teachers	GLT	<input type="checkbox"/>	
CEE survey	Spring 09	PASD	CSB	<input type="checkbox"/>	
Continue QR Enterprise in all classrooms and incentive for student reading – Books for Bikes	Sept. 09	All Certified Staff	Site Team	<input type="checkbox"/>	
Recruit community members to fill roles on Building Site Team	Sept 09	Site Team Leaders	Principal	<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.

Roosevelt staff is providing student remediation and enrichment across all grade levels. We have a school wide approach called Response to Intervention (RTI) that will begin intense remediation in the area of reading for grades K-6. Additionally, we have begun to add intervention for Math. We believe that that reading is the gateway skill to improving all other academic areas so we have started our RTI model in that content area.

Our RTI model includes the following:

- (1) An identified Instructional (RTI) team to plan/guide the work and monitor progress
- (2) Assessment team trained to administer reading benchmark assessments using DIBELS system
- (3) School-wide universal screenings to occur in fall, winter and spring for all students in reading with additional probes administered for students in "at-risk" categories.
- (4) New students will be assessed within the first three days of their arrival at Roosevelt and placed in instructional level groups for reading..
- (5) Grade level teams using data to create flexible instructional groups with a clearly identified instructional focus.
- (6) An instruction and assessment calendar created school wide to identify students who will be progress monitored.
- (7) Results of progress monitoring and instructional progress monitored during Tuesday collaboration time and Thursday RTI time.
- (8) Parents informed of child's progress each trimester with report cards.
- (9) Most at-risk students will receive tutoring via teacher designed lessons administered after school by a para.
- (10) 5th/6th grade students not passing WASL will have student learning plans created to address learning challenges and additional instructional supports.

Enrichment activities provide a wide variety of experiences. Musical enrichment opportunities will be available for all students through performances in our dinner show and other concerts. Art Club and ROME will be available as well.

Additionally, we continue to **partner with the Roosevelt PTA and Port Angeles Education Foundation** to bring the following enrichment experiences to our students: (1) Juan de Fuca Festival presentations (2) Tears of Joy Puppet Theater Performance and Workshop sessions (K-6th grade) **Other Enrichment Opportunities:** (1) Story Telling by Daddy Don and Dennis Duncan every other Tuesday for all classrooms (2) Student led school-wide assemblies (3) Reading Dogs (4) Art Club (5) ROME (Roosevelt Organization of Mathematicians and Engineers) (6) Math Olympiad for 5th/6th grade students. (7) Classroom based enrichments. (8) Port Angeles Symphony Adventures in Music

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 action plan.
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): Roosevelt Elementary School does not qualify for school-wide Title I plan status. Roosevelt does receive Title I and LAP funds, but does not combine funds because the structure is a targeted assistance program. LAP funds have been allocated very minimally at the elementary level, as elementaries rely more heavily on Title I funds. Roosevelt does not currently incorporate Title I into the CSIP document, updating the existing targeted assistance Title I plan instead.		
Transition Plans for Preschool and Between Grade Levels (7):		
Coordination and Integration of Federal, State, and Local Services (10):		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	Staffing support for supplemental reading interventions for K-6 students who did not meet standard.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	Reading intervention for K-6 students at risk of not meeting standard; served based on rank order.
Title IIA	\$0,000	
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	
Other	\$0,000	

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"/>
\$1800	RTI training as it becomes available. The RTI team and any other support will attend conferences that focus on RTI strategies including incorporating Mathematics.	RTI staff, support staff, classroom teachers, administration.	<input type="checkbox"/>
\$300	Books and materials for Why Try training and book study with staff	All Staff	<input type="checkbox"/>
\$0	Attend all district RTI and Why Try training	All certified staff. Classified staff optional to be reimbursed via contracted 6.5 hours of PD for each Para.	<input type="checkbox"/>
\$1200	Materials for Piloting supplemental and replacement materials for RTI (K-3 district expectation)	K-3 staff will be required to implement fully the RTI reading strategy. 4-6 staff will also participate as part of our building focus on Reading.	<input type="checkbox"/>
\$532	Attend BER conferences and trainings in the immediate area. To include training such as template use and other reading strategies.	Staff who did not attend last year.	<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"/>

\$3,832 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.

The core of the Roosevelt CSIP focuses on improvement of academic success while continuing to build a strong sense of community. Our goal is to be a strong, caring community with a culture that prepares our students for a changing world.

Reading: 3rd: 74.2%, 4th: 79.4%, 5th: 76.2%, 6th: 71.6% met standard on the reading WASL. We will implement the RTI (Response to Intervention) model school wide. This model efficiently aligns resources to support learners with scientifically based programs that are frequently monitored to document progress and guide next steps of instruction. (Action plans 1.1 and 2.8) It provides early and timely intervention for struggling students. This component will help us to have more special education students be successful as measured by the WASL. Additionally, all teachers will continue to use the Houghton Mifflin core reading program with an emphasis on comprehension strategies, vocabulary and grammar. All classrooms will use trade magazines and “AtoZ” readers along with WASL stem questions to further student understanding of informational text. The comprehension strategies and core value concepts will be a monthly school wide focus for instruction, collaboration, and community building. (action plans 1.1, 2.4, 3.1)

Writing: 69.8% of 4th graders met standard on the writing WASL. COS (content, organization, style) is an area of focus. All teachers will continue to use best instructional writing practices i.e. adopted curriculum, anchor charts, review and use of WASL released items. PLC’s will use collaboration time to study student work, focusing intently on best practices for boy writers. Teachers in grades 4th-6th will begin using a CBM (curriculum based measurement) to better identify students struggling with writing. Data from the assessment will help guide instruction and intervention. (action plans 1.2, 2.8)

Math: 3rd:66.7%,4th: 63.5%, 5th: 66.7%, 6th: 55.6% on the math WASL Teachers are in the third year of a math adoption. Teachers will be using identified supplemental lessons and adoption specialist support to strengthen the math instructional core. Teacher collaboration time will be used to identify what concepts struggling students need, as well as to begin designing best interventions. (action plan 1.3)

Science: 33.3% of 5th graders met standard on the science WASL. Teachers will continue to use the FOSS science kits and follow the district assessment schedule. Teachers will employ the “walk to science” approach plus a designated science area, in order to allow teachers to become content experts. The science notebook strategy will continue in all classrooms as a way for students to communicate their thinking.(action plan 1.4) Reading in the content areas will support all core curricular areas. (action plans 1.1, 1.2 ,1.4, 2.1, 2.8)

Reading Objectives	Increase reading scores at grade 3 to meet AYP levels on 2010 state	Increase spring 10 DRA scores for 1 st /2 nd grade students to 90% meeting standard	Increase 2010 winter benchmark at grade to 75% meeting standard	
Writing Objectives	Increase 4 th grade 2010 MSP scores to 80% meeting standard	Increase 4 th grade 2010 MSP scores to 75% meet standard on COS	Increase EOY 3 rd grade writing to 75% at standard	
Math Objectives	Increase math scores at 3 rd -6 th grade to meet AYP levels on the 2010 MSP	Increase scores on 2010 winter benchmark to 75% meeting standard at 3 rd -6 th	Increase scores on EOY K-2 nd math assessment to at least 95%.	
Science Objectives	Increase science scores at 5 th grade to meet AYP levels on the 2010 MSP	Increase scores on 2009-2010 classroom assessments to at least 80% meeting	Fully implement supplemental materials in order to fill all content areas.	

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	Steve Baxter	<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 2009-10

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 17th 2009 and parent-teacher conferences November of 2009.
- 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.
 - Student Assistance Team meetings in morning and afternoon to accommodate parents' schedules and home visits in occasion that families need that support.

PART 13: APPENDICES

- 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

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.

PART 13: APPENDICES

-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 2009.
 - 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.
- 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.

PART 13: APPENDICES

- 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.
 - 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.

PART 13: APPENDICES

- 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 9/22/08 and will be in effect for the period of the 2009-10 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 09/26/09.

Gail Kite
(Signature of Title I Authorized Representative)

9/21/09
(Date)

These parents were involved with the development of this document: Terri Kelley and Tonya Jeffers