



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

School Roosevelt Elementary School
Principal Doug Hayman

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-4-11	1-10-11
<input type="checkbox"/> Report 2	3-29-11	4-11-11
<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: DIBELS data had slight changes from second to third trimester. Kindergarten slight gain from winter 72% to 74% were in the strategic or above categories. Gain in 1st grade (70% to 88%) 2nd grade (77% to 82%) 4th grade (62% to 66%) - Third grade stayed stable and slight drops in 5th grade (75% to 62%) and 6th grade (80% to 75%)

Objective 1.2: Spring writing data will be available for fourth grade when MSP data comes back. Other intermediate grade level district writing assessment ranged from 58% to 64% achieving standard. Teachers in primary classrooms focused on moving students along the writing continuum.

Objective 1.3: Kindergarten report cards showed 77% reaching standard on math objectives, 91% of first graders achieved standard on district benchmark, 77% second graders and 77% of fourth grade. 60% of sixth graders made standard. 31% of third grade made standard.

Objective 1.4: Science kit assessments varied greatly through out the year. Grades 1 and 2 had high percentages of students achieving standard in all kits from 86% to 94% in all kits. Grade 3 varied from 49% to 81%, Grade 4- 42% to 65%, Grade 5- 38% to 48% and Grade 6 68% to 71%. Although these are not as high as our goal, there is improvement.

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

Objective 1.1: There were a variety of barriers ranging from attendance issues to inconsistency in reading program brought on by piloting a new program at mid year in grades K and 4. Teachers noted that students in sixth grade struggled with vocabulary skills as well as the ability to read informational text and following written directions.

Objective 1.2: Sixth grade teachers made note that students have difficulty with sentence structure and paragraphing skills including expressing complete thoughts within a paragraph. The barrier of not having consistent scored writing assessments within the writing curriculum was noted from fourth grade teachers. In addition large class size in second grade was seen as a barrier.

Objective 1.3: Grades 3-6 are not performing as well on standardized assessments as they do on the curriculum assessments. If this data is consistent throughout our system, it would indicate that the curriculum is not aligned with the standards that the assessments are measuring. If this data is not consistent, then we would conclude the instructional practice is not aligned.

Objective 1.4: Having clear connections between the kits and the state standards is a barrier. The assessments from the kits were inconsistently aligned with national standards. The district science committee made great progress toward the assessment alignment this year and we anticipate there will be aligned instruction next year.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Attendance will continue to be an issue, but very limited as we continue to aggressively work with the truancy system. The new Houghton Mifflin curriculum will address other barriers as long as consistent and aggressive professional development takes place prior to the expectation of instruction. Replace current assessment requirements with HM assessments.	Objective 1.1: Fidelity in the implementation and professional development around the new Houghton Mifflin language arts curriculum. It would also be beneficial to eliminate current district assessments and replace them with Houghton Mifflin assessments. This would support teachers in the implementation of the curriculum and give direct feedback for instruction.
Objective 1.2: Consistency in writing curriculum that is integrated with the reading curriculum. The HM curriculum has been purchased with this in mind. Professional development and support around the integration of writing and reading and support in assuring fidelity of the program will be vital. Technology support around the new curriculum will also be important.	Objective 1.2: With the HM curriculum and McDougal Mattel at sixth grade writing and reading will be integrated curriculum. With a focus on both COS and the mechanics of writing students will build their skills with fewer holes because of a consistent program K-6 .
Objective 1.3: We need to examine the curriculum needs of grades 3-6. If there is consistent data supporting the need of a curriculum change then that will be our key support. If there is inconsistency then we will need to examine the more successful instructional practices and apply them. Our problem of practice this year was around math facts. MSP data may show the effect of our focus.	Objective 1.3: Based on MSP results we will make adjustments either to curriculum or instructional practice. Our problem of practice around math facts was addressed by increasing our support of students who demonstrated the need. If overall student performance increases around the data point of math facts, we will continue directing this type of support.
Objective 1.4: The science committee has completed this support during this school year. Applying the new assessments and adjusting the kit curriculum to focus on the national standards addressed by the new kit assessments will be the next steps.	Objective 1.4: Following the work of the district science committee and insuring the kits are used consistently and afforded an ample amount of instructional time will be a challenge but an important element of success.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2009-10 (YTD)							Internal Assessment Results for 2010-11 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	9	94.66	0	0	0	0	K	19.5	92.36	1			1
1	8	95.54	0	0	0	0	1	23.5	94.78	0			3
2	10	95.02	0	0	0	3	2	7.0	93.88	0			0
3	3	95.77	2	0	0	0	3	11.5	95.22	2			1
4	16	95.25	2	0	0	5	4	9.0	95.24	2			0
5	11	95.23	8	0	1	0	5	5.0	95.21	1			0
6	12	95.37	10	0	0	1	6	38.5	94.11	9			3

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
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	❖	68%	86%	❖	1	❖	70%	88%	❖
	2	80%	85%	87%	❖	2	84%	82%	86.6%	❖
	3	74%	75%	❖	60%	3	76%	74%	❖	60.7%
	4	50%	61%	❖	71%	4	80%	68%	❖	pilot
	5	79%	85%	❖	86%	5	84%	74%	❖	70%
6	75%	80%	❖	80%	6	78%	75%	❖	76%	
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)		Writing			Math		Writing			Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	Continue	100%	K	❖	❖	Continue	84%
	1	❖	❖	❖	79%	1	❖	❖	❖	75%
	2	❖	❖	❖	74%	2	❖	❖	❖	77.7%
	3	❖	63%	77%	28%	3	❖	56%	63.7%	31%
	4	24%	62%	❖	19%	4	33%	29%	❖	pilot
	5	❖	71%	65%	30%	5	❖	60%	64%	29%
6	❖	72%	72%	17%	6	❖	59%	59%	60%	
District Science Kit Assessments (FOSS Kits) (percent of students at standard)		Science					Science			
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	Optional	Journal	❖	❖	K	Optional	Journal	❖	❖
	1	Optional	93%	87%	❖	1	Optional	86%	90%	❖
	2	81%	90%	77%	❖	2	94%	93%	93%	❖
	3	54%	89%	42%	❖	3	60%	81%	49%	❖
	4	43%	84%	84%	❖	4	59%	65%	42%	❖
	5	37%	46%	53%	50%	5	Mix and solution dropped	44%	38%	48%
6	January	80%	75%	78%	6	71%	70%	68%	70%	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2009-10 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • Grade level meetings across the curricula • MSP preparation • Report card preparation • Technology professional development • Vertical Math, Science, and Writing teams • School wide preparation for musical performance • Purdue Study- student placement • End of year assessment and activities planning 	<p>Our staff continued to meet as grade level teams to continually look at the effectiveness of our current practice in each curricular area. As we ramped up for the MSP, grade level teams reviewed support material available from our curriculum as well as from OSPI. Seven of our teachers applied for the TL21 grant. This grant is currently in limbo but professional development around the integration of technology has continued including the use of MobiViews. The last three building wide collaboration sessions were focused around planning for next year including the analysis of student performance so the could be placed into appropriate classrooms based on their performance.</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Japan –Aide and Pennies For Peace • Concerts including Dessert Show • Monthly assemblies • Sixth Grade Market place • Kindergarten Round Up • Safety Fair and PUD demonstration • Blue Thunder activities • Spelling Bee, Field Trips • Brain Pop Night • End of year activities 	<p>The spring of 2011 was a very busy time at Roosevelt. Students followed up their efforts around world concerns such as the Japan disaster and supporting Pennies for Peace. We hosted several concerts including east side schools for strings and band. Our annual Dessert Show (formally dinner show) was very well attended. Another annual event was our safety fair where city, county, state, and federal agencies demonstrated how they worked together to keep our students safe. There were numerous field trips including trips to ONP, museums, and the Juan de Fuca festival. One of our students won the city wide spelling bee. There were several assemblies and activities during school time such as the sixth grade market place and Blue Thunder activities. Our PTA purchased a student support subscription to Brain Pop and held an information</p>
Summary Analysis of Response to Intervention (RTI) Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Weekly grade level RTI reevaluations of students not at standard • After school homework club • Progress monitoring for all (DIBELS) • Daily reading groups • Kindergarten screening for next year 	<p>The RTI continues to be the hub of our reading program. Our schedules revolve around this support of student reading. Up to nine instructors are coordinated to deliver this service at any one time. Teachers meet weekly about the students that are not performing at standard. Additionally our Americorps volunteers continued to support students after school by holding home work club three to four times per week. Some of our RTI support time was used this year to perform kindergarten screening assessments. We currently have over 50 new kindergarteners registered for next year with the anticipation of as many as 20 more before school starts.</p>

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

PART 6: ACTION PLAN

ACTION PLAN

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

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

DATA ANALYSIS	Reading Data: Third Grade-77.5%, Fourth Grade- 71.7%, Fifth Grade- 74.6%, Sixth Grade- 60%				
STRATEGY	Develop RTI instructional groups that will focus more support at the “at-risk” level. Grade level and strategic instructional levels will have less support.				
EVIDENCE OF ACHIEVEMENT	Classroom, district, and state level assessments will show improvement. AYP will be met on MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop a building RTI schedule that will allow support to all grade levels.	September 2010. Assessments to continue throughout year.	Building Scheduling committee	RTI Team	<input checked="" type="checkbox"/>	Used as a base for our master schedule
Assess all student reading fluency (DIBELS)	First assessment by Sept. 15. Continued assessments as needed.	Building RTI Team	Grade Level Teachers	<input checked="" type="checkbox"/>	Completed in September, next all school in January
Develop instructional groups based on data including DIBELS, CBA, MSP	Sept 15- initial groups, groups sorted based on data throughout year	Grade Level Teachers	Title One Teacher and Admin	<input checked="" type="checkbox"/>	
Provide professional development for staff in differentiation	Oct. – Dec Purdue Study, Oct. –OESD	One teacher from each grade level to attend-share out in Nov.	Admin	<input checked="" type="checkbox"/>	Purdue Study modules and non-cert training
Provide professional development for non-certified RTI instructors	January – May	Title One Teacher and District Support Staff	Admin	<input type="checkbox"/>	Adjustment-We have had one session.

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 68.3% overall achieving standard, (88.2% at standard in conventions and 64% in COS.)				
STRATEGY	Problem of practice data indicates K-3 students are low in conventions while 3-6grades need improvement in elaboration.				
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
Develop an instructional calendar for conventions K-3 and 3-6 in elaboration strategies	June 21 started the work by identifying POP Aug. 30 complete	Certified Staff K-6	Admin	<input checked="" type="checkbox"/>	Done
Create writing stems that will support the learning of identified skill that are currently deficits	Aug. 30 start with continuation through October collaboration time	Grade level Teachers	Admin	<input checked="" type="checkbox"/>	Referred to OSPI stems
Create classroom and school wide celebrations and motivators for writing including writer workshops with the principal	October 10 to continue throughout year.	Certified staff	Admin	<input checked="" type="checkbox"/>	Power of Writing celebrations every Friday
Professional development in differentiation supported by the Purdue Study and OESD.	October to continue throughout year	All instructional staff	Admin	<input checked="" type="checkbox"/>	Ongoing
				<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Third grade (63.4%) Fourth grade (51.7%) Fifth grade (43.7%) and Sixth grade (60%). Grades 3-5 must reach 64.9% and grade 6 must reach 58.7% of students reaching standard.				
STRATEGY	<i>Problem of practice analysis indicates students are not proficient in math facts. Roosevelt will implement a math fact program throughout the school with motivation and accountability built into the program.</i>				
EVIDENCE OF ACHIEVEMENT	Exceed AYP goals for math as measured by the MSP 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
Develop a schedule of math fact mastery at each grade level and hold each student accountable to master of the facts assigned to their grade level	August 30	Certified Staff	Math Vertical Team	<input checked="" type="checkbox"/>	
Develop weekly practice tests along with month assessments of appropriate math fact mastery	Oct. 8. Continued throughout the year	Math Vertical Team	Admin	<input checked="" type="checkbox"/>	Modified
Develop building wide program of formative assessments with displays of student progress for motivation and accountability	Oct. 8	Math Vertical Team	Admin	<input checked="" type="checkbox"/>	Under development
All math instruction occurs in a differentiated manner in which all students learn the assigned facts. PD in differentiation in October.	Sept. 3- October .	Classroom Teachers	Math Vertical Team and Admin	<input checked="" type="checkbox"/>	ongoing
Each classroom follows the district math curriculum with fidelity	Sept. 3 – June	Classroom Teachers	Admin	<input checked="" type="checkbox"/>	Checked during informal observations

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 MSP data 28.6%. If “2’s were moved up to “3’s”, 80% of students would be at standard.				
STRATEGY	Break down the scientific method into grade level mastery segments. Make Science a building wide K-6, accountability area.				
EVIDENCE OF ACHIEVEMENT	Student achievement above the district average in 5th grade MSP 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
Develop scientific method posters for each classroom at each grade level. Include state science standard in each teacher packet.	August 30 through Oct 8.	Building Science Vertical Team	Admin	<input checked="" type="checkbox"/>	Small ones complete, large ones under development
Schedule staff meeting time to review science standards, strategies and current student assessments.	November- throughout the year.	Building Site Team	Admin	<input checked="" type="checkbox"/>	Has occurred once and will continue
Implement science kits from OESD. Including supplemental materials.	All Year	Classroom Teachers	Admin	<input checked="" type="checkbox"/>	Continuing with admin check in on assessments
Calendar steps within the scientific method that will be mastered by grade level.	All Year	Science Vertical Team	Admin	<input checked="" type="checkbox"/>	Done during Sept. staff meetings.
Research and develop each “big idea” and essential questions needed to be understood by students from each kit.	August 30- January	Science Vertical Team	Admin	<input checked="" type="checkbox"/>	In conjunction with district science committee.

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
Send reminder of attendance policy to all families in October Newsletter	October 10	Secretaries	Principal	<input checked="" type="checkbox"/>	
Send first letters of concern about tardies and absences and notify teachers	October and continue as needed	Secretaries	Principal	<input checked="" type="checkbox"/>	First family of concern in Sept.
Initiate court involvement with cases that continue to not adhere to district policy.	Nov. 10 – May 2011 or sooner if needed	Secretaries	Principal	<input checked="" type="checkbox"/>	
Follow through with court on actions and directives of the court by reporting parents in contempt.	Dec. 2010 – May 2011 or sooner if needed	Secretaries	Principal	<input checked="" type="checkbox"/>	Only 3 student with any unexcused were not in court.
				<input type="checkbox"/>	

ACTION PLAN

GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
OBJECTIVE 1.6	Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	CEE data shows areas of highest mean scores as Effective Leadership and Clear and Shared Focus, lowest mean scores in Monitoring Teaching and Learning a Focused Professional Development.				
STRATEGY	Schedule frequent monitoring of each classroom along with regular feedback, schedule professional development focused on areas most supportive of differentiated instruction				
EVIDENCE OF ACHIEVEMENT	Goals set by CEE data plus achieve 80% or more.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Schedule full year of goal setting, professional growth option meetings, observations, feedback, and evaluations	Schedule created by October 15.	Admin	CSB Admin	<input checked="" type="checkbox"/>	Started mid year PGO Jan. 10
Set collaboration meeting agenda with support of Site Team to focus on identified problems of practice and CSIP.	Sept 29.Review and adjust throughout year	Site Team	Admin	<input checked="" type="checkbox"/>	Site team meeting agenda last Tuesday of each month
Develop a feedback tool designed to initiate thoughtful discussions about specific student learning.	Sept. 27 to be refined throughout year	Admin	CSB Admin	<input checked="" type="checkbox"/>	Attached to PGO's
Research and implement Professional development to support Purdue Study and differentiated instruction	October 10. Continue Purdue for minimum of two years	Site Team	Admin	<input checked="" type="checkbox"/>	Technical problems resulted in use of different media
				<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	Collaboration time for staff continues to be supported 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 meetings as designed by Site Team to address curricular instruction and building programs.	Sept. 10	Site Team	Admin	<input checked="" type="checkbox"/>	
Individual teacher planning to be during physical education and music pull out time.	Year long	PE and Music Staff	Site Team	<input checked="" type="checkbox"/>	
RTI meetings to coordinate reading support time and research best practice.	October - June	RTI Team	Site Team	<input checked="" type="checkbox"/>	
Use <i>Bridges</i> for math, Calkins, Fletcher writing and Rebecca Sinton Spelling curriculum as a vehicle to focus on differentiated instruction.	October - June	Grade Level Teams	Site Team/Principal	<input checked="" type="checkbox"/>	
Opportunity to access Purdue Study professional development using best practices.	October- June	All Staff		<input checked="" type="checkbox"/>	Staff continually tried but tech difficulties blocked it.

ACTION PLAN

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	Reading Data: Third Grade-77.5%, Fourth Grade- 71.7%, Fifth Grade- 74.6%, Sixth Grade- 60%				
STRATEGY	Develop RTI instructional groups that will focus more support at the “at-risk” level. Grade level and strategic instructional levels will have less support.				
EVIDENCE OF ACHIEVEMENT	Classroom, district, and state level assessments will show improvement. AYP will be met on MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue RTI vertical team including data collection and team analysis	Year long	RTI Team	Grade Level Teams	<input checked="" type="checkbox"/>	
Screen all students for instructional level using Dibbles, DRA, STAR, classroom assessment, and professional judgment	Initial screening done by September 17.	Title One and support staff	Grade Level Teams and RTI Team	<input checked="" type="checkbox"/>	
Train staff in use of Reading Mastery for most at-risk reading groups	September	Title One/Special Ed Director	RTI Team /Principal	<input checked="" type="checkbox"/>	
Professional Development in Differentiated Instruction	October	Grade Level Teachers	Admin	<input checked="" type="checkbox"/>	March 11 focus.
Professional Development provide through Purdue Study	September continuing throughout year as available	Title One/Special Education Director	CSB and Admin	<input checked="" type="checkbox"/>	First set of CD’s didn’t work.

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)		
Each classroom teacher will attempt to recruit a parent to be a representative on the PTA	October	Classroom Teachers	PTA Staff Rep	<input type="checkbox"/>	Not all teachers followed through with this.
Schedule events- Back to School BBQ, Dinner Show, educational assemblies, etc.	Year Long	PTA President and Admin	Admin	<input checked="" type="checkbox"/>	
Support fundraisers as possible- School Pictures, Sales, Holiday Shopping, Book Fairs	Year Long	PTA President	Admin	<input checked="" type="checkbox"/>	
Special Events – Wagon Rides, Halloween Treats, Pet Parade, Talent Show	Spread throughout year	PTA Board	Admin	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

PART 6: ACTION PLAN

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
0	ARI Training provided by district, conducted by Franklin Staff	All intermediate teachers	<input type="checkbox"/>
\$500	Guest Teacher release time for assessments	Grade 1 and 2 teachers	<input checked="" type="checkbox"/>
0	Use of district support staff for instruction non-certified RTI instructors	All para’s and AmeriCorps plus 3 certified teachers who run RTI groups	<input checked="" type="checkbox"/>
\$1200	NCCE conference.	All teachers who currently have access to interactive white boards.	<input checked="" type="checkbox"/>
\$400	Training in Differentiated instruction and Understanding by Design lesson planning with the intention of grade levels planning units that include plans for all levels of learners. Training provided by OESD personnel.	All certified staff on March 11.	<input checked="" type="checkbox"/>
			<input type="checkbox"/>

PART 6: ACTION PLAN

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

\$ School Staff Development Allocation

✓ Source: School Budget Allocation