



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2008-09**

School _____ Roosevelt Elementary School _____
Principal _____ Doug Hayman _____

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input checked="" type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: DRA data shows improvement in grades 1-5 in percent of students meeting standard with the greatest improvement in grade 1. DIBELS shows gains in grade 1, and 2 (80%, 91%) with slight decline in grade 3 (65%). Compared with other school using both DRA and DIBELS and agree that DIBELS data is within 5% of DRA data and has no cost associated with it.

Objective 1.2: Spring writing showed great improvement in grades 3, 5, and 6. Fourth grade writing will be assessed using the WASL data. Classroom based assessments showed the number of fifth grade students meeting standard nearly doubled. RTI time continued to provide time and common experiences for students to improve writing.

Objective 1.3: District math curriculum is being followed. Bridges curriculum (grades K-5) spirals upward with elements being introduced one year and mastered the following year. Number corner continues to be a part of every K-5 classroom. Improved EOY data is attributed to teachers being more familiar with curriculum and students having spiraled up one year.

Objective 1.4: All staff continue to use the science kits and science notebooking as a strategy. Data in primary grades show the numbers of students achieving standard to be above 80% but in the intermediate grades student achievement is mixed. The same strategy of using data to inform instruction that we use in Reading will be applied to science.

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

Objective 1.1: Students are making progress toward their reading goals. Key barriers have been limited to resources. Funding the DRA by supporting teachers with guest teachers while they administer the DRA in the primary grades is a stretch on building resources. DIBELS data showed disparity between some classrooms at certain levels. This data will be foundation for PD.

Objective 1.2: Last trimester teachers adjusted the RTI support schedule to provide more time for students to actively write on prompts generated by the reading curriculum. This strategy was successful in increasing the volume of student writing as well as the quality. Time was taken away from our Reading focus. We will assess the reading data as we build next year's CSIP.

Objective 1.3: Grades 3 and 4 developed an RTI model for math. Students were grouped by concept need. The after school program supported some of the needs as well. Grade 5 tested a daily math sheet (sent home as homework) that was consistent with standards and moved through at a pace that would allow exposure to all assessed concepts.

Objective 1.4: Science is rarely the topic of the grade level team meetings. This equates to the same barrier as in other curricular areas- time. Student motivation is also an area we will address. ROME in it's current form is able to include 16 students every three weeks. We have found it to be highly motivating and student learning is directly transferable to classrooms.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Continued improvement shows most teachers are on the right track. Our PTA continues to support by budgeting funds to purchase informational text at every grade level. Professional development on using data to inform instruction is necessary. We have been gathering data long enough to show consistent trends in student performance by classroom.	Objective 1.1: We will adjust this action plan next year to include professional development in successful strategies and using data to inform instruction. The focus will be on student learning and data with support for teachers needing to change practice.
Objective 1.2: After school assistance was provided to students from grades 3-6 in the curricular areas of Math, Reading, and Writing. Students were provided opportunity to work two hours a week with small groups and one adult. Some improvement was seen in these students but there was only enough room for 24 students.	Objective 1.2: Adjusting our after school program will be necessary for next year. Too few students received individualized assistance for the amount of need that was apparent in our data. Volunteer programs will be considered. No adjustments were made this year.
Objective 1.3: Our key support needs remain the same. Time. Expanding the day for struggling students seems to be the best intervention. Developing and maintaining the student motivation display will take time and resource. We will recruit PTA volunteers for the display and reassign library para time to a maintenance program of the project. Plus continue ROME to motivate students.	Objective 1.3: Next year's CSIP will include Math motivation strategies. This will add a focus on basic math skills to our overall school culture. We have started by initiating ROME (Roosevelt Organization of Mathematicians and Engineers). ROME meets every Monday after school to work on Math and Science concepts in a project-based atmosphere.
Objective 1.4: Key support needs remain consistent from the last report, support from district coaches in developing a common data reporting form would be beneficial. Professional development for teachers would need to be provided in gathering the common data and using data to inform instruction.	Objective 1.4: ROME was added during the last quarter of the year. Students were motivated to learn and the learning was transferred into the classroom in the form of understanding key scientific concepts. Students learned to calculate mechanical advantage, types of simple machines, and scientific laws. ROME will be included in next year's CSIP.

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date 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	0	94.94%	1	0	0	0
1	5	94.47	6	0	0	0	1	61.5	94.69%	0	0	0	3
2	17	94.00	1	0	0	4	2	0	95.98%	0	0	0	0
3	6	94.53	5	0	0	0	3	54.5	95.07%	3	0	0	3
4	17	94.29	6	0	0	4	4	4	95.02%	4	0	0	0
5	2	94.86	4	0	0	0	5	10.00	95.81%	5	0	0	0
6	3.5	94.11	13	0	0	0	6	11.5	95.33%	5	0	0	1

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
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	❖	51%	81%	❖
	2	76%	80%	84%	❖	2	83%	83%	90%	❖
	3	82%	88%	❖	77%	3	75%	93%	❖	59%
	4	40%	60%	❖	59%	4	80%	76%	❖	82%
	5	92%	92%	❖	63%	5	83%	86%	❖	80%
6	81%	81%	❖	74%	6	78%	80%	❖	78%	
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	❖	❖		95%
	1	❖	❖	❖	98%	1	❖	❖	❖	94%
	2	❖	❖	❖	87%	2	❖	❖	❖	85%
	3	❖	48%	82%	72%	3	❖	59%	80%	48%
	4	65%	21%	❖	68%	4	65%	32%	WASL	40%
	5	❖	42%	63%	34%	5	❖	42%	80%	43%
6	❖	46%	89%	17%	6	❖	67%	73%	28%	
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	90%	90%	❖	❖
	1	90%	90%	100%	❖	1	90%	90%	90%	❖
	2	90%	98%	78%	❖	2	90%	90%	90%	❖
	3	84%	79%	50%	❖	3	64%	80%	50%	❖
	4	80%	66%	51%	❖	4	65%	69%	57%	❖
	5	78%	51%	44%	65%	5	43%	51%	40%	48%
6	80%	74%	80%	84%	6	75%	83%	79%	82%	

⊕ 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 2008-09 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • April 20 - Tech Day • April 27 – Tech Day • May 19 - Collaboration Day • May 26 - Collaboration Day • June 2 - Collaboration Day • June 18 – Collaboration Day/ Why Try 	<p>Our Tech Day was produced in a conference style. Teachers signed up to either teach or learn by specific topics of need or interest. Twitter, Excel, report cards, Outlook, file sharing, and other topics were available for all teachers. Collaboration time was spent on topics teachers had interest in too. Our staff brainstormed topics that would be most helpful for our school and then self selected from the top six. Scheduling, library, playground and history/culture were all addressed in small groups then reported back to the whole group. These groups all presented input for next years' CSIP. On June 18th the staff worked collaboratively on priorities for next year including CEE data and “Why Try,” curriculum. We made decisions on where to start next year.</p>

Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)		
<ul style="list-style-type: none"> • Monthly Student Recognition Assemblies • Healthy Families classes • All Staff Appreciation Week • Adventures in Music Assemblies • Parent Night at Stevens for sixth graders • Parent classroom observation opportunities • Fun Run • Lewis and Clark Show • Concerts 	<ul style="list-style-type: none"> • Bell Ringing Ceremony • Field Day • BBQ • Talent Show 	<p>This is the strongest suit of Roosevelt. The need for high levels of parent and student engagement was made apparent as we moved into a new building from several different entities last year. Some regular activities were continued such as field day, student recognition assemblies, etc. plus we added back the Lewis and Clark Show from Fairview and a “Fun Run” fund raiser to resurface the track. The talent show was well attended by parents as was our field day with over 100 parents here for the BBQ. The concerts were also well attended. Even with our huge gym, there was standing room only.</p>

Summary Analysis of Response to Intervention (RTI) Pilot Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Universal screening (DIBELS) • K-5 classes receive 90+ minutes of reading each day • <i>READ180</i>[®] intervention • Leveled reading chapter books • Read Naturally intervention • Read Well intervention • <i>Houghton Mifflin</i> reading text • Phonics for Reading intervention • Reading A2Z 	<p>This is the same as last report. Our daily schedule around reading support and the RTI program. Each student receives support in a reading level for at least 45 minutes per day plus another 45 minutes of classroom instruction and practice. The RTI team meets bi-monthly. They rotate the grade levels they meet with in order to support all grades and to help analyze the data. A system of communication between the RTI support team and the classroom teachers is being refined. The RTI support model is now being utilized at the third and fourth grade levels in the area of Math as well. We were able to meet with Wayne Calendar to fine tune some of our scheduling problems and plan to meet with him again as a whole staff in September.</p>

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

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	Not enough third grade students (75.8%) or fourth grade students (72.7%) reached standard on the WASL reading assessment for the school to achieve Adequate Yearly Progress.				
STRATEGY	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 benchmark and RTI assessments; enough students will reach state standard for the school to achieve AYP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Develop an implementation strategy for RTI support through out the year with the goal of all grade levels receiving support by year end.	Grades K, 4 Sept. 2008 Grades 3, 5 Oct. 2008 Grades 1, 2 Jan. 2009	RTI Team	Principal	<input checked="" type="checkbox"/>	In process; completed a list of interventions
Implement use of short informational text, magazines, and A2Z reading materials for all levels, and <i>READ180</i> [®] , as interventions for RTI.	Sept. 2008 and renew subscriptions May 2009	Library Staff, Special Education Staff	Site Team	<input checked="" type="checkbox"/>	Underway; reading room set-up in process
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 6weeks	Classroom Teacher	RTI Team	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

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 59.7%; male writers less than 40%.				
STRATEGY	Focus on all students, but particularly boy writers using strategies outlined in Ralph Fletcher’s “Boy Writers”. Also use writing connections with HM, Sinton Spelling, and Lucy Calkins for younger writers.				
EVIDENCE OF ACHIEVEMENT	Student writing data will meet or exceed district and state assessment pass rates 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 2008 with assessments at mid-year for grades 2-6	Classroom Teachers	Site Team	<input checked="" type="checkbox"/>	
Explore portfolio development in grades 4-6 tracking student progress with student conferences.	October 2008, on going with conferences before mid year and WASL	Classroom Teachers 4-6	Site Team	<input checked="" type="checkbox"/>	
Use “Writers Work Shop” strategies in all classrooms with accountability checks with in each GLT/PLC.	September, on-going with weekly GLT meetings	Grade Level Teams	Principal	<input checked="" type="checkbox"/>	
Use opportunities provided by RTI (reading) to write about common experiences and practice WASL stem responses.	October at grade 4 and continuing for other grade levels as the start	Grade Level Teams	RTI Team	<input checked="" type="checkbox"/>	
<i>Addition- after school assistance for struggling writers</i>	March 1 to continue to the end of May	Title One Para	Classroom Teachers and Principal	<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	Fourth grade (54.5%), fifth grade (59.7%), and sixth grade (50.6%) did not meet standard enough for school to achieve AYP. Grades 3-5 must reach 64.9% and grade 6 must reach 58.7% of students meeting standard.				
STRATEGY	<i>Bridges</i> curriculum professional development must be fully implemented including supplemental materials and the use of technology for practice of basic skills.				
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 2008 with the SLPs to be completed by mid October	Grade Level Teacher 3-6	Site Team, Principal	<input checked="" type="checkbox"/>	
Use of technology to provide practice and accounting of student progress in basic math facts.	In teacher lesson plans by October 1 with checks periodically	Classroom Teachers	Principal	<input checked="" type="checkbox"/>	Using on-line programs and math fact tools
Grade level teams meet with teams above and below their grade level to provide timely feedback on student learning.	October start with continued meetings at the beginning of each unit	Classroom Teachers	Principal	<input checked="" type="checkbox"/>	
Addition- We will create a math fact motivation program to display student progress.	May 1 to the end of the year and to be continued next year.	BEA Para	Classroom Teachers and Principal	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

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 29.9%. Inquiry should be an area of focus.				
STRATEGY	Focus on inquiry instructional model in all curricular areas in order to model how to form questions in order to build understanding.				
EVIDENCE OF ACHIEVEMENT	Student achievement above the district average in grade 5 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
New staff professional development in science instruction.	September 2008 with bi-monthly meetings continuing all year	GLT, Building Science Coordinator	Site Team, Principal	<input checked="" type="checkbox"/>	
Create a rotation schedule for 5th grade teachers so they can become experts at teaching just one FOSS Science Kit to all 5th grade students.	Oct. 2008	Fifth Grade Team	Site Team, Principal	<input checked="" type="checkbox"/>	
Include the building science coordinator when planning science instruction at fifth grade level.	Oct. 2008	Building Science Coordinator	Principal	<input checked="" type="checkbox"/>	
Peer collaboration in GLT plan lessons and analyze FOSS assessments and student achievement.	Nov. 2008 and continuing	Site Team	Principal	<input checked="" type="checkbox"/>	
Use informational text and A2Z leveled readers to provide science content at instructional level.	September 22 and continued	Grade Level Teams	ILT	<input checked="" type="checkbox"/>	In depth library now printed.

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 over 20 absences.				
STRATEGY	Support district 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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Notify all families of change in attendance policy via monthly newsletter.	Oct. 2008	Secretaries	Principal	<input checked="" type="checkbox"/>	
Send first letters of concern about tardies and absences; continue subsequently as needed.	Nov. 2008 – Dec. 2008	Secretaries	Principal	<input checked="" type="checkbox"/>	
Initiate court involvement with cases that continue to not adhere to district policy.	Nov. 2008 – May 2009	Secretaries	Principal	<input checked="" type="checkbox"/>	
Follow through with court on actions and directives of the court.	Nov. 2008 – May 2009	Secretaries	Principal	<input checked="" type="checkbox"/>	Ended year with approximate increase of 3%
				<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	We do not have current accurate climate data as 2007-08 was the base line year for Roosevelt Elementary School; significant staff complement change with consolidation of Fairview and former Monroe areas.				
STRATEGY	Continue traditions started with “golden awards” for positive performance throughout the building plus form new committees to refine discipline, social, and historic issues.				
EVIDENCE OF ACHIEVEMENT	CEE data reflects positive responses of at least 80% in all categories.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Form a committee to standardize discipline and student motivation systems throughout the school.	June 2008, continuing meetings and reports to the staff all year	Discipline Committee	Committee Chair, Principal	<input checked="" type="checkbox"/>	
Form a social committee to plan and carry out events that are aimed at personalizing relationships throughout the school.	June 2008, continuing with events to include staff and community	Social Committee	Site Team	<input checked="" type="checkbox"/>	
Form a history committee to preserve and display the history and culture of the building and community.	October meeting and once a month meetings to discuss and display	History Committee	Site Team	<input checked="" type="checkbox"/>	Combined with culture committee
Student-led assemblies hosted by each grade level.	Last Thursday of each month	Site Team	Principal	<input checked="" type="checkbox"/>	Changed to classroom invited admin.-led
Continue to build relationships with our families and community by reaching out with communication and invitations to be a part of RES.	Year long, every day.	PTA, Site Team, All Staff	Site Team, Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	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	Coordinate collaboration time by scheduling grade level team meetings to review student work and best practices.				
EVIDENCE OF ACHIEVEMENT	CEE 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.	Sept. 2008 and continued weekly	PLC	Site Team	<input checked="" type="checkbox"/>	
Individual teacher planning to be during physical education and music pull out time so all staff are available for team planning after school.	Sept. 2008 – June 2009	PE and Music Staff	Site Team	<input checked="" type="checkbox"/>	
RTI meetings to coordinate reading support time and research best practice. Math RTI planning may start in May.	Sept. 2008	RTI Team	Site Team	<input checked="" type="checkbox"/>	Rep. from every grade level plus spec. educ. on RTI
Employ curriculum adoption specialists to continue professional development in all curricular areas as needed.	Oct. 2007	PDC	Site Team	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

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

OBJECTIVE 2.1 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 of para-educators, including calendaring of para-educator collaboration.				
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)	
Bi-monthly para-educator meetings (half at a time) to discuss the mechanics of school and the use of student data to increase student learning.	Sept. 2008 – June 2009	Para-educators	Site Team	<input checked="" type="checkbox"/>	
Meet with special education para-educators to collaborate on how to support student main streaming on days students are absent.	Sept. 2008 – June 2009	Para-educators, Principal	Site Team, Principal	<input checked="" type="checkbox"/>	
Professional development opportunities up to 6 hours for para-educators wishing to extend their knowledge base.	Aug. 2008 – June 09	Para-educators	Principal	<input checked="" type="checkbox"/>	
<i>Changed the bi-monthly para meetings to meetings between admin, para rep, and individuals</i>	March – June	Building Para Rep	Principal	<input checked="" type="checkbox"/>	CEE data shows improvement in communication
				<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
Continue communication with adoption specialists to train new staff and work with new materials provided by <i>Bridges</i> .	August 2008 for new staff, monthly adoption specialist assistance	All Instructional Staff	Principal	<input checked="" type="checkbox"/>	
Create a vertical PLC formed around RTI. This team will create schedules, work with consultants, and implement reading and math RTI.	May 2008 RTI team was formed, Sept. work with consultants	RTI Team, WEA Consultant	Principal	<input checked="" type="checkbox"/>	Highly effective team
Fully implement <i>Bridges Math</i> curriculum with expectations of reporting assessments plus other curricular areas at weekly RES PDC meetings.	Sept. 2008 – June 2009	Certified Staff	Site Team	<input checked="" type="checkbox"/>	
Special education training for all staff to help ensure success of integration of all students when appropriate.	Sept. 2007 – June 2008	Certified Staff	Principal	<input checked="" type="checkbox"/>	Will improve next year with SPED days.
				<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Third grade (75.8%) and fourth grade (72.7%) WASL reading scores mean school did not achieve AYP. Students receiving special education services meeting standard at lower rate as basic education students.				
STRATEGY	Pilot a Response to Intervention (RTI) support model to intervene with support prior to student failure.				
EVIDENCE OF ACHIEVEMENT	At least 80% of students will achieve grade level status as measured by RTI assessments prior to WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Establish and train a RTI vertical team to guide scheduling, programming, and assessments for all grade levels. Use WEA protocols.	Support staff- May 08 Vertical Team Sept 08 Programs Sept. 29	RTI Team, WEA Consultant	Site Team, Principal	<input checked="" type="checkbox"/>	
Screen all students for instructional level using DDIBELS, DRA, STAR, classroom assessment, and professional judgment.	Grade 4- Sept 16 K-Sept 18 All other by Sept 22	Title I and Support Staff	GLT, RTI Team	<input checked="" type="checkbox"/>	DIBELS most cost effective and useful data
Attain support materials for at-risk students such as <i>READ180</i> [®] , <i>A2Z</i> , etc.	September 08 to continue throughout as funds are available	Title I, Special Education Director	RTI Team, Principal	<input checked="" type="checkbox"/>	
Continue professional development as available with Wayne Calendar.	September continuing throughout year as available	Title I, Special Education Director	RTI Team, Principal	<input checked="" type="checkbox"/>	Met with Wayne in June and will again in September.
				<input type="checkbox"/>	

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 relationship building major events that have been historically successful /high attendance with community members and 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, PTA Staff Representative	Site Team	<input checked="" type="checkbox"/>	Excellent turnout.
Make Student Treasure Books optional for teachers who wish to continue the tradition.	Spring 2009	Individual Teachers	GLT	<input checked="" type="checkbox"/>	All fifth grade completed these.
Create opportunities for parent involvement in all classrooms including Enrichment Clusters. Form enrichment triads.	Sept. 2008 Enrichment Triads October 15	All Certified Staff	Site Team	<input checked="" type="checkbox"/>	
Recruit community members to fill roles on school Site Team.	Sept. 2008	Site Team Leaders	Principal	<input checked="" type="checkbox"/>	Retired PTA rep.
				<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"/>
\$1,800	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 checked="" type="checkbox"/>
\$1,200	RTI training and support by Wayne Calendar.	RTI Team plus all staff wishing to attend meetings	<input checked="" type="checkbox"/>
\$900	Classroom teachers observing successful (WASL) in district teachers in order to observe best practices.	Teachers involved in classrooms who received a substantial enough number of students whose performance was below standard in one or more AYP cells	<input checked="" type="checkbox"/>
\$0	Bi-monthly study articles on best practices provided by administration.	All Certified Staff	<input checked="" type="checkbox"/>
\$0	Best practices in forming Professional Learning Communities provided by WEA (Scott Poier).	All Certified Staff	<input checked="" type="checkbox"/>
\$0	Best practices in forming successful Site Team provided by WEA (Scott Poier).	Site Team	<input checked="" type="checkbox"/>

PART 6: ACTION PLAN

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$0	Building Trust Learning Improvement Day (LID)	All Staff	<input checked="" type="checkbox"/>
\$0	Best instructional practices for para-educators as provided by contract	Para-educators	<input checked="" type="checkbox"/>
\$0	Meeting Protocol Training via WEA representative. Video and “in person” modeling will be available depending on the need of the PLC.	All professional learning communities (PLC) including grade level teams, RTI team, and Site Team	<input checked="" type="checkbox"/>
\$3200	<i>Compensate RTI team for hours spend piloting and organizing our pilot program.</i>	<i>RTI Team</i>	<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>

\$6988 School Staff Development Allocation

✓ Source: School Budget Allocation