



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2009-10**

School Roosevelt Elementary School
Principal Doug Hayman

| Reporting Schedule | School Submittal | Board Summary |
|----------------------------------------------|------------------|---------------|
| <input checked="" type="checkbox"/> Report 1 | 1-05-10 | 1-11-10 |
| <input type="checkbox"/> Report 2 | 4-12-10 | 4-19-10 |
| <input type="checkbox"/> Report 3 | 6-21-10 | 6-28-10 |

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: 88% of first grade students are at standard (DIBELS) DRA Data: Grade 2-80%, Grade 3- 74%, Grade 4-50%, Grade 5- 79%. We have used DIBELS as our universal assessment on all students to form RTI groups. We will be comparing this to the same assessment the third week of January. Each student receives a leveled reading lesson each day in addition to the core.

Objective 1.2: 24% of fourth grade students achieved standard in the fall writing assessment. We will be conducting professional development in writing at all grade levels in January including using state prompts and CBM's to increase student confidence, fluency, and focus in writing. Nearly 70% of last year's fourth grade students made standard on the WASL.

Objective 1.3: A higher level of experience within the district curriculum has improved the pacing of lessons in most cases. District PD increases the sense of urgency and the level of knowledge in regard to new state standards. 4thgrade have all been observed in the area of math and are using a RTI instructional model to differentiate instruction while still teaching grade level standards.

Objective 1.4: End of unit assessments for Science: 2nd- 81%, 3rd-38% 4th- 43%, 5th- 37%. First grade experienced the insect kit without a formal assessment at the end. 6th grade will assess their first kit at the end of January. Fourth and fifth grade teachers have a science lab room available to teach science and share resources.

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

Objective 1.1: (1)Acquiring appropriate instructional first grade level reading materials that does not make second grade obsolete is expensive. We have used building and PTA monies to meet these needs. (2)There is an achievement gap at 4th grade as compared to other grade levels. GLT meetings have begun and will continue as we assess this and make adjustments to instruction.

Objective 1.2: (1)A similar gap in data occurred last year between the district assessment and the WASL. Using specific data points within the district writing assessment verses the overall standard is more informative for instruction. (2) There is a gap in student achievement between classrooms historically that is being addressed this year by a higher accountability for collaboration.

Objective 1.3: (1) Curriculum gaps have been detected in Bridges. Instructional strategies have been changed to include an RTI approach at grades 4 and 5 based on GLE assessments and students are being placed into instructional groups according to concept deficiency. (2) Math fact fluency continues to be a consistent deficit at all grade levels. All levels will plan in fluency activities.

Objective 1.4: Consistent low end-of-unit assessment data (with the exception of 2nd grade) indicate low correlation between concepts being assessed and the instructional effectiveness. The addition of a science lab (which equates to addition of space and time saved in set up) for grades 4 and 5 have not proven to increase student performance.

| Key Support Needs (incl. resource references related to barriers) | Key Adjustments To Action Plan (incl. performance data reference) |
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| Objective 1.1: (1) District level resources to support the first grade students who are higher than regular cohort groups due to all day kindergarten. These resources should be available district wide. (2) District level coaches equipped specifically to assist in using assessment to inform instruction. | Objective 1.1: (1) Professional development budget can be used to acquire this year's added reading resources. These same students will need increased resources progressively throughout their school career. |
| Objective 1.2: (1) Continue to refine the alignment of district and state assessments. Use item analysis as a topic of professional development.(2) Continue to support curriculum coaches as the gaps in teacher performance become more transparent due to consistent data analysis. | Objective 1.2: Include the professional development in state release and stem questions. Also develop the capacity among grade level teachers to use CBM's as consistent measures of writing. Plus use CBM data to inform instruction. (CBM's may become the "DIBELS" of writing.) |
| Objective 1.3: (1) Continue providing professional development on the district level for new math assessment and GLE's. (2) Materials and motivation sharing of effective strategies in student mastering math facts and fluency. | Objective 1.3: Math fact fluency expectation in planning as a building wide expectation. |
| Objective 1.4: Show casing successful teaching strategies and supplemental materials in all grade levels of science instruction. | Objective 1.4: Bi-monthly science curriculum meetings with grades 4 and 5. |

| 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 2008-09 (EOY) | | | | | | | Internal Assessment Results for 2009-10 (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 | 0 | 94.94% | 1 | 0 | 0 | 0 | K | 9 | 94.55 | 0 | 0 | 0 | 0 |
| 1 | 61.5 | 94.69% | 0 | 0 | 0 | 3 | 1 | 7 | 95.41 | 0 | 0 | 0 | 0 |
| 2 | 0 | 95.98% | 0 | 0 | 0 | 0 | 2 | 1 | 94.63 | 0 | 0 | 0 | 0 |
| 3 | 54.5 | 95.07% | 3 | 0 | 0 | 3 | 3 | 1 | 96.04 | 0 | 0 | 0 | 0 |
| 4 | 4 | 95.02% | 4 | 0 | 0 | 0 | 4 | 6.5 | 95.18 | 0 | 0 | 0 | 0 |
| 5 | 10.00 | 95.81% | 5 | 0 | 0 | 0 | 5 | 4 | 95.41 | 0 | 0 | 0 | 0 |
| 6 | 11.5 | 95.33% | 5 | 0 | 0 | 1 | 6 | 6 | 95.18 | 2 | 0 | 0 | 0 |

| Analysis Tool/ Measurement Device | Results for 2008-09 | | | | | 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 | ❖ | 51% | 81% | ❖ | 1 | ❖ | | | ❖ |
| | 2 | 83% | 83% | 90% | ❖ | 2 | 80% | | | ❖ |
| | 3 | 75% | 93% | ❖ | 59% | 3 | 74% | | ❖ | |
| | 4 | 80% | 76% | ❖ | 82% | 4 | 50% | | ❖ | |
| | 5 | 83% | 86% | ❖ | 80% | 5 | 79% | | ❖ | |
| 6 | 78% | 80% | ❖ | 78% | 6 | 75% | | ❖ | | |
| 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 | ❖ | ❖ | | 95% | K | ❖ | ❖ | | |
| | 1 | ❖ | ❖ | ❖ | 94% | 1 | ❖ | ❖ | ❖ | |
| | 2 | ❖ | ❖ | ❖ | 85% | 2 | ❖ | ❖ | ❖ | |
| | 3 | ❖ | 59% | 80% | 48% | 3 | ❖ | | | |
| | 4 | 65% | 32% | WASL | 40% | 4 | 24% | | | |
| | 5 | ❖ | 42% | 80% | 43% | 5 | ❖ | | | |
| 6 | ❖ | 67% | 73% | 28% | 6 | ❖ | | | | |
| 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 | Optional | | ❖ | ❖ |
| | 1 | 90% | 90% | 90% | ❖ | 1 | Optional | | | ❖ |
| | 2 | 90% | 90% | 90% | ❖ | 2 | 81% | | | ❖ |
| | 3 | 64% | 80% | 50% | ❖ | 3 | | | 38% | ❖ |
| | 4 | 65% | 69% | 57% | ❖ | 4 | 43% | | | ❖ |
| | 5 | 43% | 51% | 40% | 48% | 5 | 37% | | | |
| 6 | 75% | 83% | 79% | 82% | 6 | January | | | | |

⊕ 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) | |
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| <ul style="list-style-type: none"> • 3rd-5th grade teachers attended training re: math standards and math MSP. (1.2) • 6th grade math PD with district curriculum coaches (1.2) • Why Try training for each staff member (1.6, 2.8) • All Staff review of CSIP data in August. (1.6, 2.1) • Wayne Calendar/ RTI training (1.1, 1.6, 2.8) • Four staff participated in Autism training via K-20 system at Skill's Center (1.6, 2.8) • Para Ed staff monthly meetings RTI and Why Try (1.1, 2.8) | <p>The district collaboration day for third and fifth grade teachers on new math standards was especially helpful for our staff. The sense of urgency was well displayed. The PD for sixth grade teachers in the new math standards was also effective but not as much so as they were not afforded the opportunity to collaborate with teachers from other buildings. The availability of PD for paras was only partly effective. We will continue the PD for paras in "Why Try," in January so language and teaching scenarios will be consistent when working with all students. Wayne Calendar's workshop was informative and confirming of the work we have dedicated ourselves to in the area of Reading and Math instruction.</p> |
| Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data) | |
| <ul style="list-style-type: none"> • Added a community member to site team.(3.1) • Open house and parent-teacher conference/ Patriot Day assembly.(3.1) • After-school Homework club for4th/5th grade students (3.1) • PTA sponsored school pictures raised \$8,000 (3.1) • PTA Back to school BBQ (3.1) • School-wide food and book drive raised over 8,000 food items for 45 Roosevelt families in need (3.1) • Monthly assemblies plus Holiday Sing-a-Long assembly (3.1) • Trickster Tales Theater show sponsored by PTO/Juan De Fuca Festival (3.1) • PTA Mc-Take over raised \$1500 (3.1) | <p>Even though Roosevelt Elementary is relatively new (as an elementary school) it has quickly become the center of the community. PTA sponsored events such as the Back to School BBQ and McTakeover, are very well attended by all grade level families. Money raised from these events are donated back to the school in the form of reading materials, field trips, assemblies, and even a \$5,000 technology grant. The food and book drive was designed by building staff and supported by the PTA. Food baskets were delivered to 45 families in our community. It is common for dozens of parents to show up to even the monthly assemblies to support their children presenting during the assemblies. The sing along and the Patriot Day assemblies were also well attended by community members and agencies.</p> |
| Summary Analysis of RTI activities during Report Period (reference related action plan data) | |
| <ul style="list-style-type: none"> • RTI team meets monthly to review RTI data, problem solve, design schedules, and share feedback from staff (2.1, 2.8) • DIBELS assessments were administered by the support team within the first two weeks of school(1.1, 2.8) • District RTI team met twice. We have three representatives that attend these meetings. December meeting was hosted at Roosevelt (2.8) • Grade level team meetings week to adjust instructional groups in RTI(2.8) • Instructional materials have been purchased at grades 1 and 2. (2.8) • Wayne Calendar workshop was attended by all certified staff in August. (2.8) | <p>Instructional strategies developed in RTI for Reading have been explored in other curricular areas. DIBELS assessments are used regularly and student progress is monitored in order to place students in the appropriate instructional groups. Grade level meetings are developing RTI strategies to be used in math and writing as well. By the end of the second trimester, teachers will likely have CBM's in place in order to better identify student needs in the curricular area of Writing. Wayne Calendar's workshop was helpful by connecting our staff with resources and strategies that have been effective in other schools. New materials for our first grade remains a good challenge. They are accelerating at a rate beyond the pace we expected prior to all day kindergarten.</p> |

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 | 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 checked="" type="checkbox"/> | Initial team meetings have begun. |
| 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 checked="" type="checkbox"/> | Grade 6 receiving RTI once a week. |
| 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"/> | K-2 teachers have been using templates |
| 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 checked="" type="checkbox"/> | PTA supported and an additional book fair for info text. |
| 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 checked="" 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.

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| 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 checked="" 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 checked="" type="checkbox"/> | Conferences have been conducted. |
| 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 checked="" type="checkbox"/> | Also looking into CBM's. |
| 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"/> | |

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.

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| 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 checked="" type="checkbox"/> | |
| 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 checked="" type="checkbox"/> | Will modify if STAR math is made available. |
| 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 checked="" type="checkbox"/> | Principal monitor each classroom for evidence. |
| Sixth grade to practice on-line State Math Assessment | October- availability to be announced by OSPI | Sixth Grade Teachers | Principal | <input type="checkbox"/> | PD in January on accessing on-line |
| 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 checked="" type="checkbox"/> | Grades 4 and 5 use RTI model in math. |

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.

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| 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"/> | Initial meeting taken place. |
| 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"/> | Initiated and will continue |
| 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"/> | Initiated and will continue. |
| 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 checked="" type="checkbox"/> | Informational text purchased along with A to Z. |

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. | | | | |
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| 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 checked="" type="checkbox"/> | Change is not new to this year, just reminder. |
| Send first letters of concern about tardies and absences and notify teachers | Nov. 2009 and continue as needed | Secretaries | Principal | <input checked="" type="checkbox"/> | First letters sent out. |
| Initiate court involvement with cases that continue to not adhere to district policy. | Dec. 2009 – May 2010 or sooner if needed | Secretaries | Principal | <input checked="" type="checkbox"/> | Two cases sent January 4. |
| 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 checked="" type="checkbox"/> | Perfect attendance being posted. Tags are awarded. |

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.

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| 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 checked="" 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 checked="" 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.

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| 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> | Modified to twice a month. |
| 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 checked="" 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 checked="" type="checkbox"/> | Two opportunities as of 12/09 |

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.

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|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------|-------------------------------------|---------------------------------------------|
| 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 checked="" type="checkbox"/> | Para meeting 3rd Friday of each month 10am. |
| 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 checked="" type="checkbox"/> | August and January 29 Why Try for paras. |
| Invite Paras to all “Why Try” training. | August 31- Oct. 10 | Paras | Principal | <input checked="" type="checkbox"/> | Created PD opportunity for January. |
| | | | | <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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> | On calendar |
| 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 AR monitoring in all classrooms and incentive for student reading – Books for Bikes | Sept. 09 | All Certified Staff | Site Team | <input checked="" type="checkbox"/> | |
| Recruit community members to fill roles on Building Site Team | Sept 09 | Site Team Leaders | Principal | <input checked="" 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"/> |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| \$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 checked="" 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 checked="" 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 6: ACTION PLAN

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

\$ School Staff Development Allocation

✓ Source: School Budget Allocation