



**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 checked="" type="checkbox"/> Report 1	1-4-11	1-10-11
<input type="checkbox"/> Report 2	3-29-11	4-11-11
<input type="checkbox"/> Report 3	6-21-11	6-27-11

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: Standardized district data is not yet available for all grade levels so data source vary. Kindergarten: Report card check- Letter and Sounds - 77% are at standard, Grade 1: 71.6% are at standard according to RTI/Readwell assessment (DIBELS and DRA assessment for all grade levels due in January.) Grade 2: 83%, Grade 3: 76%, Grade 4: 50% ,Grade 5: 70% , Grade 6: 47%

Objective 1.2: Standardized district data is not yet available for all grade levels so data source vary. Kindergarten: Writing Samples- 60% at standard, Grade 1- no standard data, students recorded along the writing continuum, Grade 2: 70%, Grade 3: 64%, Grade 4: 33%- district writing prompt, Grade 5: 72%, Grade 6, no common writing assessment at this time.

Objective 1.3: Standardized district data is not yet available for all grade levels so data source vary. Kindergarten: counting, number recognition, writing numbers 79%, Grade 1 math fact assessment 90%, Grade 2: report card data 70%, Grade 3: Number Corner assessment 84%, Grade 4: Unit 3 64%, Grade 5: 25%, Grade 6: 82%

Objective 1.4: Standardized district data is not yet available for all grade levels so data source vary. Kindergarten: No kits are complete at this time, Grade 1: Insects- 86%, Grade 2: Pebbles and Sand 93%, Grade 3: Earth Materials 49%, Grade 4, Water 41%, Grade 5, Astronomy 38%, Grade 6- no common data at this time.

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

Objective 1.1: Two barriers are most pertinent at this time in the area of reading. The first is common data. We do have DIBELS and DRA for the primary grades from earlier in the year but the intermediate classes have a mixture of DRA, ARI, and HM data. We are finding correlations within the data and so, we are cross-checking for reliability. The second is the Purdue Study.

Objective 1.2: Having district assessments align with reporting requirements would give a sharper lens to view data with. Data varies by grade level and also by Purdue Study grouping. As we would expect, the high performing student classes are out performing the other classes. Our fourth grade data is alarming and we are examining the basis for the low scores.

Objective 1.3: With the exception of fifth grade, math data is looking promising, but we are viewing this with caution as we have not administered the mid year standard assessment. After meeting with the fifth grade, we have set a schedule to support the concepts that were most often missed by the students. Support is being developed.

Objective 1.4: There is a drastic contrast between primary science assessment and intermediate. Teachers are held accountable to a schedule of instruction and assessment but it is unclear why there is a nearly 50% drop in student achievement between primary and intermediate. With this data, we will be addressing this issue in our vertical science team.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
<p>Objective 1.1: If the timing of reports remains as it is now, it would be more informative to place the district standard assessment earlier so the data will be pertinent to this report. The double edged sword of the Purdue Study is classrooms are at different levels of achievement, but also different places in the curriculum. As teachers master the art of differentiation, this may subside.</p>	<p>Objective 1.1: At this time we will continue with our RTI reading program and classroom expectation of 90 minutes of reading instruction daily. More teachers are beginning to access the modules of the Purdue Study which will support the skills needed to differentiate. We will also include differentiation as focus in our March SPED professional development day.</p>
<p>Objective 1.2: Collaboration with other district school will make our professional development around writing more efficient. Teachers are currently accessing instructional aides for MSP writing through the OSPI website at every level. They are also focusing on student writing fluency, vocabulary, and mechanics.</p>	<p>Objective 1.2: We have initiated a building-wide motivational program for writing. In this program, referred to as Power of Words (POW,) students are recognized for achievement toward the weekly target in writing. These targets vary by grade level. We will closely examine district writing assessments on January 28th in order to adjust resources.</p>
<p>Objective 1.3: Math is an area we still are struggling with but have seen the most improvement in lately, with the exception of fifth grade. Depending on the outcome of the mid-year assessment, fifth grade math may be an area we recruit district math coach assistance. Other grade levels are currently on pace with the district calendar.</p>	<p>Objective 1.3: We have postponed our display of math fluency temporarily in order to incorporate district math coach input. Classrooms are still keeping pace with our original calendar of math facts but we are not displaying them and are assessing students quarterly verses monthly.</p>
<p>Objective 1.4: Having a standard sixth grade science curriculum would be beneficial. Teachers are currently teaching unites designed to support the 7th grade science curriculum which has been successful. In other grades, it would be beneficial to receive support in analyzing the discrepancy between primary student performance and intermediate.</p>	<p>Objective 1.4: We will continue to teach assigned grade level kits and follow our plan of support the scientific process in all grade levels. Students will have at least three opportunities to develop “write-ups” for experiments prior to the fifth grade MSP.</p>

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	97.44	0			0
1	8	95.54	0	0	0	0	1	23.5	98.09	0			1
2	10	95.02	0	0	0	3	2	7.0	98.02	0			0
3	3	95.77	2	0	0	0	3	11.5	98.44	1			0
4	16	95.25	2	0	0	5	4	9.0	98.63	0			0
5	11	95.23	8	0	1	0	5	5.0	98.43	0			0
6	12	95.37	10	0	0	1	6	38.5	97.91	2			2

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	❖			❖
	2	80%	85%	87%	❖	2	84%			❖
	3	74%	75%	❖	60%	3	76%		❖	
	4	50%	61%	❖	71%	4	80%		❖	
	5	79%	85%	❖	86%	5	84%		❖	
6	75%	80%	❖	80%	6	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	❖	❖	Continu	100%	K	❖	❖	Continu	
	1	❖	❖	❖	79%	1	❖	❖	❖	
	2	❖	❖	❖	74%	2	❖	❖	❖	
	3	❖	63%	77%	28%	3	❖			
	4	24%	62%	❖	19%	4	33%		❖	
	5	❖	71%	65%	30%	5	❖			
6	❖	72%	72%	17%	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	Optional	Journal	❖	❖	K	Optional	Journal	❖	❖
	1	Optional	93%	87%	❖	1	Optional	86%		❖
	2	81%	90%	77%	❖	2			93%	❖
	3	54%	89%	42%	❖	3			49%	❖
	4	43%	84%	84%	❖	4	41%			❖
	5	37%	46%	53%	50%	5			38%	
6	January	80%	75%	78%	6					

⊕ 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 <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • Purdue Study orientation and survey • Vertical teams in Math, Science, and Writing • Review of CEE data • Grade level team meetings across curricula • Prepare for Back to School Night and Parent/Teacher conference preparation • Report Card Preparation • Review MSP release items • Technology update with TL21 grants 	<p>Our staff began the year with identifying our power objectives for the curricular areas of Math, Science, and Writing. We developed school wide timelines for each of these objectives and will be checking our progress throughout the year. Each week grade level teams review all curricular areas in their planning as well as meet with the RTI team on reading progress. Teachers conducted a “Back to School Night,” in September to reengage with parents and clarify routines and expectations as well as establish communication. During the first trimester, teachers also used collaborative time to produce report cards and to design instruction based on MSP released items. We have the good fortune to have three TL21 grant winners on staff too, who have shared technology information.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Patriot Day Assembly including local heroes • Monthly PTA meetings • Back to school night and parent conferences • PTA fundraiser • PTA school pictures- lower price for parents, \$8,000 to enhance education • Monthly assemblies • Roosevelt Food and Book drive (63 families supported) • Enrichment clusters to begin in January • PTA and grant supported field trips 	<p>We have strong ties to our public service community including law enforcement, fire departments, and armed forces. We honored them during our traditionally first assembly of the year. Our PTA continues to support the needs of our school by providing volunteers for events and a \$50K budget to support assemblies, field trips, and other special events. Our staff has conducted two community support drives. One was a food/book drive for the holiday season and the second was a clothing drive to support TAFY (local teen support.) Our community traditions have continued as well including the back to school BBQ, Parent/Teacher conference, wagon rides, and other holiday events.</p>
Summary Analysis of <i>Response to Intervention (RTI) Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Corrective Reading training for non-certified staff scheduled for January • Fall Benchmark DIBELS completed in September • Reading groups formed in September • Progress monitoring for all levels of readers • After school homework club formed in November • Weekly RTI grade level meetings for reevaluation of strategic and intensive students 	<p>RTI has become the hub of our reading program. It is our anchor in scheduling and support throughout the building. Up to nine leveled reading groups are being conducted at any one time in conjunction with RTI. We used DIBELS as our initial assessment for student placement and have adjusted groups according to other progress monitoring tools such as DRA, ARI, and CBA. Additional support is offered to intermediate student through AmeriCorps after school club. The RTI team meets weekly to discuss student placement and make adjustments in student placement as well as curricula.</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
				<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 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"/>	
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 type="checkbox"/>	Postponed due to math coach input
Develop building wide program of formative assessments with displays of student progress for motivation and accountability	Oct. 8	Math Vertical Team	Admin	<input 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 type="checkbox"/>	

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"/>	3 court appearances to date
				<input type="checkbox"/>	Average 97% attendance to date.

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 type="checkbox"/>	
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 type="checkbox"/>	Underway
				<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"/>	Frustration over access to Purdue Modules

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 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 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 type="checkbox"/>	
Professional Development in Differentiated Instruction	October	Grade Level Teachers	Admin	<input type="checkbox"/>	
Professional Development provide through Purdue Study	September continuing throughout year as available	Title One/Special Education Director	CSB and Admin	<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 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"/>	
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"/>	

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 type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<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"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

\$ School Staff Development Allocation

✓ Source: School Budget Allocation