



**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 type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input checked="" type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)	Key Barriers To Progress (incl. relevant problem solving steps)
<p>Objective 1.1: DIBELS data- Kindergarten 78% are at standard, 92% of first grade, Grade 2-75%, Grade 3- 76%; Grade 4- 79%; Grade 5- 77%, Grade 6-76% District Benchmark Grade 3-60%, Grade 4- 71%, Grade 5- 86%, Grade 6-80%. We have used DIBELS as our universal assessment on all students to form RTI groups.</p>	<p>Objective 1.1: DIBELS data is showing decreases in “at- risk” students. We have combined the standard and strategic student data to arrive at the “grade level” percentages. This more closely correlates with DRA and district benchmark standards.</p>
<p>Objective 1.2: 77% of third grade students achieved standard in the spring writing assessment. Fourth grade students participated in the MSP writing assessment. 65% of fifth grade students achieved standard and 72% of the sixth graders. K-2 used the writing continuum to document student progress. Fourth and fifth grades used CBM’s to assess writing fluency.</p>	<p>Objective 1.2: Because writing is a time intensive curricular area, teachers find it difficult to meet all the writing needs. They integrate writing into other curricular areas but have found that in the primary grades struggle still with writing conventions and intermediate grades are low in their performance in elaboration.</p>
<p>Objective 1.3: 85% of first grade students and 87% of second grade students met standard on the District Benchmark Assessment. All other grade levels took the MSP for spring math assessments. Teachers took MSP training and MSP practice was occurring in all intermediate classrooms prior to the MSP.</p>	<p>Objective 1.3: Students in sixth grade are required to begin introduction to algebra and intermediate geometry. These math areas require automaticity of math facts in order for students to be successful in learning the more complex concepts. Many of the sixth graders are not fluent in basic math facts most specifically multiplication/ division fact families.</p>
<p>Objective 1.4: Kindergarten journals about science but does not have formal assessments. Primary grade levels had high levels of student success on kit assessments while intermediate grade levels had results from 50% to 80% on kit assessments. We were able to enhance science instruction by field trips to area water sheds, marine centers, and our own nature trail on campus.</p>	<p>Objective 1.4: Although our science scores have slowly increased we have not made the gains desired. Kit content does not correlate well with state standards and assessments. We have not supplemented the curriculum in an effective way as to fill the gaps.</p>

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: We have assessed the correlation between the DRA and DIBELS and found that indeed the strategic level is more closely aligned with grade level. We are developing our reading plan for next year to move more resources to the students at the intensive support level.	Objective 1.1: Our problem of practice for our Reading program is “nearly equal resources are in place to support strategic reading groups as intensive reading groups. We will adjust our Reading CSIP to reflect the shift of resources (instructional time and differentiated materials). We predict this adjustment will decrease the number of students needing intensive instruction.
Objective 1.2: Continuing to use CBM’s at intermediate grade levels should increase student fluency. This will give more opportunity to break down writing skills to basic elements, one of which will be elaboration. Then students will have practice with their own writing on editing including elaboration.	Objective 1.2: Our problem of practice in our Writing program is two fold, our data on primary students shows conventions are not strong where in our intermediate student data shows elaboration is not strong. Next year’s plan will be to support these deficits by having a vertical writing curriculum. We have charted out the skills necessary at each grade level.
Objective 1.3: At the district level it would be very supportive to have a program in place to support students with deficits in math facts. Our teachers can assess the specific facts not to mastery and then could use support in helping students learn these facts to the level of automaticity.	Objective 1.3: Our problem of practice in our Math program is based around math facts. We have developed an accountability chart as to what math facts each grade level will be responsible for teaching students to mastery. These fact will be in addition to other concepts required by GLE’s.
Objective 1.4: District support would be useful in filling the gaps between kit curriculum and state assessment standards.	Objective 1.4: Our problem of practice for our Science program is instruction and materials currently being implemented does not translate to adequate student learning as measured by standardized assessments. We will learn from other district schools and implement the support materials they are using including grade level science vocabulary.

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	94.66	0	0	0	0
1	61.5	94.69%	0	0	0	3	1	8	95.54	0	0	0	0
2	0	95.98%	0	0	0	0	2	10	95.02	0	0	0	3
3	54.5	95.07%	3	0	0	3	3	3	95.77	2	0	0	0
4	4	95.02%	4	0	0	0	4	16	95.25	2	0	0	5
5	10.00	95.81%	5	0	0	0	5	11	95.23	8	0	1	0
6	11.5	95.33%	5	0	0	1	6	12	95.37	10	0	0	1

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	❖	68%	86%	❖
	2	83%	83%	90%	❖	2	80%	85%	87%	❖
	3	75%	93%	❖	59%	3	74%	75%	❖	60%
	4	80%	76%	❖	82%	4	50%	61%	❖	71%
	5	83%	86%	❖	80%	5	79%	85%	❖	86%
6	78%	80%	❖	78%	6	75%	80%	❖	80%	
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)		Writing			Math		Writing			Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖		95%	K	❖	❖	contin	100%
	1	❖	❖	❖	94%	1	❖	❖	❖	79%
	2	❖	❖	❖	85%	2	❖	❖	❖	74%
	3	❖	59%	80%	48%	3	❖	63%	77%	28%
	4	65%	32%	WASL	40%	4	24%	62%	❖	19%
	5	❖	42%	80%	43%	5	❖	71%	65%	30%
6	❖	67%	73%	28%	6	❖	72%	72%	17%	
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	Journal	❖	❖
	1	90%	90%	90%	❖	1	Optional	93%	87%	❖
	2	90%	90%	90%	❖	2	81%	90%	77%	❖
	3	64%	80%	50%	❖	3	54%	89%	42%	❖
	4	65%	69%	57%	❖	4	43%	84%	84%	❖
	5	43%	51%	40%	48%	5	37%	46%	53%	50%
6	75%	83%	79%	82%	6	January	80%	75%	78%	

⊕ 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 (<i>reference related action plans</i>)	
<ul style="list-style-type: none"> • RTI data analysis of intensive students by grade level (1.1, 1.6, 2.1) • District Grade Level Meetings (1.1,1.2,1.3,1.4, 2.1) • Monthly Para Meetings (2.1) • Purdue Study planning (.1,1.2,1.3,1.4, 2.1) • AR data analysis (1.1,2.1) • Problem of practice analysis in all curricular areas (1.1-1.4) 	<p>Staff collaboration during the month of April was focused on RTI strategies and student data analysis. Intensive groups were realigned. Para meetings were held and plans for communication between playground and office were proposed. Our building collaboration day was broken up in to four sessions on each Tuesday in May. This time was used to learn more about the Purdue Study and the student placement process. In relation to the Purdue Study we designed communication and process tools for students being placed into the next grade level and how to involve parents. On June 21, our staff analyzed our problems of practice for all curricular areas. Each curricular area will have a specific building level focus based on our data.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Pennies for Peace assembly and fund raiser (3.1) • Adventures in Music with Port Angeles Symphony (3.1) • Kindergarten Round Up (1.1-1.4, 3.1) • Second Grade Fire Department field trips (3.1) • District Level Spelling Bee (1.3,3.1) • Seeing Eye Science assembly for 3rd and 4th (1.4) • Juan De Fuca Festival (3.1) • Game Farm (3.1) • Music Concerts (3.1) • Pet Day (3.1) • End of year BBQ, Assembly, and Talent Show (3.1) 	<p>Our school conducted three main fundraiser events that supported outside entities. The most recent was “Pennies for Peace.” Students raised over \$800 to send to Afghanistan to support building and supplying schools. We had several music concerts including, All City Strings, and our all-school Dinner Show. We held learning objective assemblies such as the “Adventures in Music and Seeing Eye.” We also had recognition assemblies at the end of each month plus the end of year assembly. Several field trips were conducted to area agencies such as the Port Angeles Fire Department and the Marine Lab. Special events were Pet Day, End of Year BBQ, and Talent show.</p>
Summary Analysis of <i>RTI activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Reviewed RTI data • Piloted RTI math in 3rd and 4th grades • Prepared for MSP testing • AR monitoring for school wide goal • Assessed all student with DIBELS on June 4th • End of year assessments including MSP • Purdue Study professional development • Classroom assignment based on achievement scores 	<p>Each week RTI instructional teams met to analyze student data and plan on student placement. DIBELS data was collected frequently on students in intensive groups and quarterly on students achieving at grade level. Teachers in grades 3 and 4 designed instructional groups based on student performance in Math as well. AR school wide goals were set with students reading over 34K books though out the year. Each classroom in grades 3-6 prepared students for the MSP by using OSPI resources. Professional development time during the month of May was spent on the Purdue Study. Teachers learned the prescribed method of assigning student placement into classes for next year based on student achievement.</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 checked="" 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.

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 checked="" 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 checked="" 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 (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 checked="" 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.

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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.				
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 checked="" 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.

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 09 and continuing meetings and reports to the staff all year	Discipline committee	Committee chair and principal	<input checked="" type="checkbox"/>	changed
Form a social committee to plan and carry out events that are aimed at personalizing relationships throughout the school	June 09 and continuing with events to include staff and community	Social Committee	Site Team	<input checked="" 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"/>	Discontinued This committee
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.

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.

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 checked="" 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	Certified Staff	Principal	<input checked="" type="checkbox"/>	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"/>	Not available

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 checked="" type="checkbox"/>	Completed by grades 3 and 5
CEE survey	Spring 2010	PASD	CSB	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
			<input type="checkbox"/>

PART 6: ACTION PLAN

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

\$ School Staff Development Allocation

✓ Source: School Budget Allocation