

**Port Angeles School District**  
**Jefferson Elementary School**



**Continuous**  
**School Improvement Plan**  
**2016 - 2017**

*Board Meeting – November 3, 2016*

# DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

## **PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

## **PART 2: SUPERINTENDENT'S GOALS**

## **PART 3: DATA ANALYSIS**

Collect and analyze critical information.

## **PART 4: AREAS OF STRENGTH AND IMPROVEMENT**

Determine needs and strengths.

## **PART 5: ACTION PLANS**

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 21.

## **PART 6: TITLE I SCHOOL-WIDE PLAN SUMMARY**

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

## **PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY**

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

## **PART 8: NUTRITION AND PHYSICAL FITNESS POLICY 6700**

Each school will report their educational plan biennially to the Board.

## **PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY AND RESOURCE PLAN**

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.

## **PART 10: SUMMARY**

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 10, 2016. Presentation will be at the Thursday, November 3 Board meeting. A mid-year review is due for presentation at the February 23, 2017 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 22, 2017 Board meeting.

## **PART 11: SIGN-OFF SHEET**

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 10, 2016.

## **PART 12: APPENDICES**

**PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

**STRATEGIC GOALS AND OBJECTIVES FOR 2016-17**

**Directions:** Please make sure that the district’s strategic plan goals are identified in the following spaces.

<b>GOAL 1</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
<b>OBJECTIVE(S)</b>	<b>1:1</b> Create a culture of trust among staff, students, and community.
	<b>1:2</b> Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	<b>1:3</b> Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
<b>GOAL 2</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
<b>OBJECTIVE(S)</b>	<b>2:1</b> All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	<b>2:2</b> All students will receive the necessary support to successfully matriculate through the system.
	<b>2:3</b> Reinstate all-day kindergarten as soon as fiscally sustainable.
<b>GOAL 3</b>	<b>Resources:</b> To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
<b>OBJECTIVE(S)</b>	<b>3:1</b> Create a more efficient and equitable resource distribution system.
	<b>3:2</b> Create an infrastructure that supports student learning.
<b>GOAL 4</b>	<b>Adaptability:</b> To be adaptable in our support of student achievement.
<b>OBJECTIVE(S)</b>	<b>4:1</b> Create a data-driven adaptable education system.
<b>GOAL 5</b>	<b>Community:</b> To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
<b>OBJECTIVE(S)</b>	<b>5:1</b> Leverage community resources and Expertise to further the education of all students.

**PART 2: SUPERINTENDENT'S GOALS**

**SUPERINTENDENT'S GOALS 2016-17**

1. Develop a Shared District Vision with the Board and Community
2. Facilities and Maintenance
3. Provide Opportunities for Academic Success for all Students
4. Sustaining Fiscal Solvency
5. Leadership Development
6. District Stability – Board Superintendent Relationship

**PART 3: DATA ANALYSIS**

**SBA & MSP DATA**

**Directions:** Enter the scores on the READING, MATH and WRITING Sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2015	SBA State	SBA 2016	State 2016	Analysis Tool/ Measurement Device	SBA 2015	State 2015	SBA 2016	State 2016
<b>ELA 3:</b> % of students at each level					<b>Math 3:</b> % of students at each level				
Level 1:	13.0%	22.5	6.3%	21.5	Level 1:	17.0%	19.3	14.6%	18.2
Level 2:	38.9%	23.3	25.0%	22.1	Level 2:	20.8%	21.8	27.1%	20.8
Level 3:	35.2%	23.7	25.0%	23.0	Level 3:	37.7%	31.3	25.0%	31.0
Level 4:	13.0%	27.9	35.4%	30.9	Level 4:	20.8%	25	33.3%	27.5
<b>ELA 3:</b> % Meeting Standard:	48.1%	53.1	64.6%	54.3	<b>Math 3:</b> % Meeting Standard:	58.5%	56.6	58.3%	58.9
% Not Meeting Standard:	51.9%	47.9	35.4%	45.6	% Not Meeting Standard:	41.2%	43.3	41.7%	41.0

Analysis Tool/ Measurement Device	SBA 2015	State 2015	SBA 2016	State 2016
<b>* ELA 4:</b> % of students at each level				
Level 1:	33.3%	24.6	46.5%	23.1
Level 2:	16.7%	18.7	32.6%	18.0
Level 3:	19.1%	24.2	18.6%	24.5
Level 4:	28.6%	29.9	2.3%	32.0
<b>ELA 4:</b> % Meeting Standard:	47.6%	55.6	79.1%	57.0
% Not Meeting Standard:	54.5%	45.4	20.9%	42.9

**Note:** Total scores do not always equal 100%, as they are taken directly from OSPI State Report Card and there is discrepancy with 'No Score' and 'Basic' assessments.

**PART 3: DATA ANALYSIS**

**SBA & MSP DATA**

**Directions:** Enter the scores on the MATH, SCIENCE, and READING sections of the MSP and SBA.

<b>Analysis Tool/ Measurement Device</b>	<b>SBA 2015</b>	<b>State 2015</b>	<b>SBA 2016</b>	<b>State 2016</b>	<b>Analysis Tool/ Measurement Device</b>	<b>SBA 2015</b>	<b>State 2015</b>	<b>SBA 2016</b>	<b>State 2016</b>
<b>Math 4:</b> % of students at each level					<b>MSP Science 5:</b> % of students at each level				
Level 1:	11.9%	15.6	33.3%	15.7	Level 1:	8.7%	13.9	8.9%	15.5
Level 2:	31.0%	28.1	38.1%	26.9	Level 2:	13.0%	20.8	2.2%	17.1
Level 3:	35.7%	28.5	28.6%	28.3	Level 3:	52.2%	34.4	35.6%	31.8
Level 4:	16.7%	24.9	0.0%	26.6	Level 4:	21.7%	28.3	44.4%	32.9
<b>Math 4:</b> % Meeting Standard:	52.4%	55.1	28.6%	55.4	<b>MSP Science 5:</b> % Meeting Standard:	73.9%	64.5	86.7%	65.3
% Not Meeting Standard:	54.0%	45.9	71.4%	44.5	% Not Meeting Standard:	26.1%	36.6	13.3%	34.6

<b>Analysis Tool/ Measurement Device</b>	<b>SBA 2015</b>	<b>State 2015</b>	<b>SBA 2016</b>	<b>State 2016</b>	<b>Analysis Tool/ Measurement Device</b>	<b>SBA 2015</b>	<b>State 2015</b>	<b>SBA 2016</b>	<b>State 2016</b>
<b>ELA 5:</b> % of students at each level					<b>Math 5:</b> % of students at each level				
Level 1:	17.4%	21.4	22.2%	20.5	Level 1:	21.7%	23.3	20.0%	23.3
Level 2:	26.1%	18.9	6.7%	17.4	Level 2:	34.8%	26.4	31.1%	25.5
Level 3:	37.0%	32.6	44.4%	32.1	Level 3:	23.9%	20.5	24.4%	20.2
Level 4:	15.2%	24.5	20.0%	27.4	Level 4:	17.4%	27.1	24.4%	28.5
<b>ELA 5:</b> % Meeting Standard:	52.2%	58.7	71.1%	60.1	<b>Math 5:</b> % Meeting Standard:	41.3%	48	48.9%	49.2
% Not Meeting Standard:	42.5%	42.4	28.9%	39.8	% Not Meeting Standard:	57.7%	51.9	51.1%	50.7

**PART 3: DATA ANALYSIS**

**SBA & MSP DATA**

**Directions:** Enter the scores on the READING and MATH sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2015	State 2015	SBA 2016	State 2016	Analysis Tool/ Measurement Device	SBA 2015	State 2015	SBA 2016	State 2016
<b>ELA 6:</b> % of students at each level					<b>Math 6:</b> % of students at each level				
Level 1:	21.3%	19.1	30.6%	18.3	Level 1:	25.5%	23.7	25.0%	23.5
Level 2:	34.0%	24.6	26.5%	23.2	Level 2:	27.7%	28.2	22.9%	26.3
Level 3:	34.0%	34.2	28.5%	34.2	Level 3:	27.7%	21.8	37.5%	21.5
Level 4:	10.6%	19.1	8.1%	21.8	Level 4:	17.0%	23.2	12.5%	26.2
<b>ELA 6:</b> % Meeting Standard:	44.7%	55.2	40.8%	56.5	<b>Math 6:</b> % Meeting Standard:	44.7%	46.6	50.0%	48.0
% Not Meeting Standard:	55.3%	46	59.1%	43.4	% Not Meeting Standard:	55.3%	54.4	50.0%	51.9

**Observations and Implications:** RTI continues to meet the needs of many of our students requiring reading intervention. Third and fifth grades showed dramatic improvements in ELA in the 2<sup>nd</sup> year of the SBA assessments. In both grades math remained a bit closer to the state. Grades 6 hovers right at the state average in math, though for the 2<sup>nd</sup> year in a row dipped below the state in ELA (since SBA testing). The restructuring of 6<sup>th</sup> grade this year is intended to address that need. Fourth grade had a dramatic dip in both ELA and math, with low number of students meeting standard, and high levels at both level 1 and 2. This is a targeted area for this year. Science scores indicated high level of student learning and understanding, which was a welcome relief as it was the first year it was a computer based assessment.

As a direct result of math scores, and thanks to increased Title I funds, math support will be added through a number of avenues this year. A 4.5 hour Title I para will begin in each classroom, grades 3-6, for a chunk of time daily on October 17, 2016. After school tutoring begins twice a week for grades 4-6 by certificated teachers for 60 minutes each day. 4<sup>th</sup> and 6<sup>th</sup> grade teachers will be giving interim assessments quarterly, with data analysis by grade teams and the principal. The math coach will be leading a team of 5 teachers through professional development in the Common Core math standards, and she will lead the entire staff through professional development on the 8 mathematical practices embedded throughout the CCSS.

**PART 3: DATA ANALYSIS**

**SBA & MSP DISAGGREGATION DATA**

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. If <10, enter an asterisk(\*).

Sub-Groups	GRADE 3 ELA						GRADE 3 MATH					
	SBA 2015	SBA 2016					SBA 2015	SBA 2016				
Male	36.0	40.0					66.6	40.0				
Female	58.6	82.1					51.7	71.4				
Low Income	40.6	61.8					51.6	47.1				
Special Ed	DNA	33.3					DNA	0.0				

Sub-Groups	GRADE 4 ELA						GRADE 4 MATH					
	SBA 2015	SBA 2016					SBA 2015	SBA 2016				
Male	45.8	23.8					48.0	45.0				
Female	50.0	18.2					55.5	13.6				
Low Income	44.0	12.0					40.0	16.0				
Special Ed	DNA	14.3					DNA	28.6				

Sub-Groups	GRADE 5 SCIENCE					
	MSP 2015	MSP 2016				
Male	Sup.	92.0				
Female	76.0	80.0				
Low Income	71.4	80.0				
Special Ed	45.4	87.5				



**PART 3: DATA ANALYSIS**

**SBA & MSP DISAGGREGATION DATA**

Sub-Groups	GRADE 5 ELA						GRADE 5 MATH					
	2015 SBA	SBA 2016					2015 SBA	SBA 2016				
Male	Sup	80.0					Sup.	68.0				
Female	56.0	60.0					44.0	25.0				
Low Income	50.0	63.3					39.2	36.7				
Special Ed	36.3	62.5					27.2	12.5				

Sub-Groups	GRADE 6 ELA						GRADE 6 MATH					
	2015 SBA	SBA 2016					2015 SBA	SBA 2016				
Male	30.4	29.1					34.7	52.1				
Female	58.3	52.0					54.1	48.0				
Low Income	38.7	37.9					45.1	51.7				
Special Ed	DNA	27.2					DNA	27.2				

**Observations and Implications:**

Great strengths in ELA in 3<sup>rd</sup> female and 5<sup>th</sup> male. Examine curriculum and instructional practices in these grade levels to share strategies with the other grade in the lower gender subgroup. As mentioned above, ELA continues to be an area of strength due to highly effective RTI as evidenced by the gap in ELA and math data in grades 3 and 5. The restructuring of 6<sup>th</sup> grade classrooms this year is intended to assist with the discrepancy between female and all other subgroups in ELA, as well as special education in math (teachers specializing in two subject areas rather than four, with push in special education services whenever possible rather than pull out). The addition of after school math tutoring for 10 students in grades 4-6, as well as a 4.5 hour math tutor for grades 3-6 during the day. Special Education services are aligned entirely this year with the RTI schedule so students are not missing core instruction to receive specially designed instruction. This works seamlessly in ELA, but is more complicated in math.

**PART 3: DATA ANALYSIS**

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

**Directions:** Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2015-16					Results for 2016-17				
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
<b>K-WA Kids Assessment (WA-K) Developmental Reading Assessment (DRA) or Analytical Reading Inventory (ARI) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard) Or Houghton Mifflin Unit Assessment</b>	<b>Reading</b>					<b>Reading</b>				
	K	Tri 1: 7 of 9 Sounds 93.3%	Tri 2: 16 of 26 Sounds 93.3%	BOY: 26 of 26 Sounds 93.09%	Blending/ Rhyming 90.7%	K				
	1(DRA)	70.7%	61.9%	81.8%	64% Writing	1				
	2(STAR)	42.0%	75.6%	68.9%	71% Writing	2				
	3 (MAP)	52.5%	86.5%	SBA	67% (MAP)	3				
	4 (MAP)	60.0%	65.8%	SBA	46% (MAP)	4				
	5 (MAP)	53.5%	80.0%	SBA/CB A 76%	76% (MAP)	5				
	6 (MAP)	45.5%	55.8%	SBA	48% (MAP)	6				
<b>NWEA MAP or Curriculum Benchmark Tests District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)</b>	<b>Writing</b>			<b>Math</b>		<b>Writing</b>				<b>Math</b>
	Grade	Fall	Winter	Spring		Grade	Fall	Winter	Spring	District Benchmark
	K	73%	83.7%	93.0%		K				
	1	64.3%	69.8%	78.6%		1				
	2	83.3%	95.6%	93.3%		2				
	3 (MAP)	54.3%	85.0%	SBA 68% (MAP)		3				
	4 (MAP)	51.2%	56.8%	SBA 43% (MAP)		4				
	5 (MAP)	60.5%	74.3%	SBA 57% (MAP)		5				
6 (MAP)	40.9%	54.5%	SBA 60% (MAP)		6					
<b>District Science Kit Assessments (FOSS Kits) (percent of students at standard)</b>	<b>Science</b>				<b>Science</b>					
	Grade	Physical Science	Life Science	Earth Science	Grade	Physical Science	Life Science	Earth Science		
	K	97.7%	97.8%	100.0%	K					
	1	100%	92.9%	90.9%	1					
	2	97.8%	95.5%	91.5%	2					
	3	87.2%	80.4%	97.4%	3					
	4	76.6%	78.6%	80.5%	4					
	5	67.4%	81.8%/70.0	68.1%	5					
6	86.4%	84.8%	88.3%	6						

**PART 3: DATA ANALYSIS**

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

**Directions:** Please enter grade-level appropriate data in the space provided.

<b>Summary Student Internal Accountability System Demographic Data (end-of-year data)</b>													
<b>Internal Assessment Results for 2015-16 (EOY)</b>							<b>Internal Assessment Results for 2016-17 (EOY)</b>						
<b>Grade</b>	<b>Unexcused Absences</b>	<b>Avg. Daily Attendance</b>	<b>Suspensions</b>		<b>Expulsions</b>	<b>Court Petitions</b>	<b>Grade</b>	<b>Unexcused Absences</b>	<b>Avg. Daily Attendance</b>	<b>Suspensions</b>		<b>Expulsions</b>	<b>Court Petitions</b>
			Short-Term	Long-Term						Short-Term	Long-Term		
				0	0	0							
<b>K</b>	12.0	94.96%	3	0	0	0	<b>K</b>						
<b>1</b>	6	93.91%	1	0	0	0	<b>1</b>						
<b>2</b>	3	94.94%	5	0	0	0	<b>2</b>						
<b>3</b>	17	94.95%	12 (2 stud)	0	0	0	<b>3</b>						
<b>4</b>	3	95.23%	3	0	0	0	<b>4</b>						
<b>5</b>	8	95.01%	4	0	0	0	<b>5</b>						
<b>6</b>	27	93.87%	15	0	0	0	<b>6</b>						

<b>Summary of Student Support Services</b>				
<b>Grade</b>	<b>Special Education</b>	<b>Homeless EOY Number of Homeless Students</b>	<b>504</b>	<b>Student Assistance Team (SAT)</b>
	<b>Current</b>	<b>Current</b>	<b>Current</b>	<b>Current</b>
<b>Pre</b>	<b>13</b>	<b>2</b>	<b>N/A</b>	
<b>K</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>1</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>2</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>3</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>6</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>1</b>

**PART 3: DATA ANALYSIS**

**DEMOGRAPHIC SCHOOL DATA**

**Directions:** Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

<b>Data Source</b>	<b>Information Provided By Data</b>	<b>Summary</b>
Attendance Report	Percent of students present per day (2015-16).	
Unexcused Absences	Total number of absences not excused (2015-16).	
Discipline Report	Summary of discipline activity for the building (2015-16).	Drugs/Alcohol: 1      Court Petitions: 1 Tobacco: 0              Expulsions: 0 Weapons: 2              Short-term Suspensions: 43 Fighting/Assaults: 20      Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2015-16).	62.5% (217 students)
Gender Report	Number of male and female students as reported by the 2015-16 OSPI School Report Card	Males: 51.8% (175) Females: 48.2% (163)
Ethnicity Report	Percent of students by ethnic groups as reported by the 2015-16 OSPI School Report Card	American Indian or Alaskan Native: 2.4% (8) Asian or Pacific Islander: 3.3% (11) Black: 1.2% (4) Hispanic: 15.1% (51) White: 68% (230)
Staff Report	Staff demographic data as reported in the 2015-16 OSPI School Report Card	Headcount: 24      Average Years of Exp: 13.8 Overall Ratio:      Percent ≥ a Master’s Degree: 58.3%

**PART 4: Area of Strength and Improvement**

## AREAS OF STRENGTH AND IMPROVEMENT

**Directions:** Remember how important it is to review past trends or changes over time. In reference to the MSP, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p><b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Grade 3 – 15.2% less level one students than the state, Overall 10.3% above state</li> <li>• Grade 4 – Males - scored 5.5% above females</li> <li>• Grade 5 – 11% above the state</li> <li>• Grade 6 – Female subgroup 11.8% above the group as a whole</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Grade 3 – 2% above the state; 66.6% of males met standard</li> <li>• Grade 4 – 66.7% at level 2 or level 3 (nearly identical as 2015); targeted intervention will move those level 2 to 3 and 3 to 4</li> <li>• Grade 5 – Males – 68% passed (43% above female)</li> <li>• Grade 6 – Low income subgroup within 0.4% of whole group</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• 21.4% higher than the state</li> <li>• 86.7% met standard!</li> </ul> <p><b>Culture &amp; Climate:</b> (taken from 11/2015 CEE Survey Data)</p> <ul style="list-style-type: none"> <li>• 95% of staff at this school value and respect all students. (Cultural responsiveness)</li> <li>• 96% (4% missing) of staff feel students are engaged in learning. (Supportive Learning Environment)</li> <li>• 100% of staff know and understand the goals of this school (Clear &amp; Shared Focus)</li> </ul>	<p><b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Grade 3 – 35.4% did not meet standard</li> <li>• Grade 4 – 46.5% at level 1</li> <li>• Grade 5 – 11% above the state (8% below in 2015)</li> <li>• Grade 6 – 29.1% of males met standard</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Grade 3 – Almost identical to 2015, as well as state 2016</li> <li>• Grades 4 – 0% level 4, 46.5% level 1</li> <li>• Grade 5 – 24.4% level 4</li> <li>• Grade 6 – Above the state by 2% (below by 2% in 2015)</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Female &amp; Low Income 12% below male</li> </ul> <p><b>Culture &amp; Climate:</b> (taken from 11/2015 CEE Survey Data)</p> <ul style="list-style-type: none"> <li>• 56% of staff feel that Jefferson has activities to celebrate the diversity of this community.(Parent &amp; Community Involvement)</li> <li>• 39% feel that we are provided training to meet the needs of a diverse student population in our school (Cultural Responsiveness)</li> <li>• Only 74% feel a high sense of urgency around the need to improve (Clear &amp; Shared Focus)</li> </ul>

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement

**PART 5: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 1: Organizational Culture:** All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

**Objective 1.1:** Create a culture of trust among staff, students, and community.

<b>School GOAL 1</b>	Jefferson Elementary staff will maintain a culture of trust among staff, students, and community while continuing to implement PBIS practices. This will include the use of data to drive decision making strategically involving students and parents in the planning, implementation, and evaluation of practices. A team will work to collaboratively sustain, energize, and improve our classroom and school wide PBIS practices. Trust (Integrity) will increase from 74% in November, 2015 to Spring, 2017.				
	<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments
	Develop 45 day action plans to follow throughout the year. This includes the initial student & staff survey to determine informal baseline data.	Late August, November, January, April	Principal, Counselor, Culture & Climate Team (CCT)	Principal & Counselor	<input type="checkbox"/>
	Recognize student success with monthly recognition assemblies, daily Wolf Slip winners, and school wide recognition for positive progress.	September 2016-June 2017	All staff, Principal	CCT, Principal, Counselor	<input type="checkbox"/>
	Develop student and staff survey to determine connectivity to the Jefferson community.	October, January and May	CCT, Counselor, Principal	CCT, Principal, Counselor	<input type="checkbox"/>
	Develop plan to recruit community involvement and volunteers both on the CCT and within the school community at large.	October, 2016-May, 2017	CCT, Counselor, Principal	CCT, Principal, Counselor	<input type="checkbox"/>
	Implement Tier II practices for select students, while continuing with school wide Tier I practices for all students.	September, 2016-June, 2017	Classroom Teachers, CCT, Counselor	CCT, Principal, Counselor	<input type="checkbox"/>

**PART 5: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.1:** All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

**Objective 2.2:** All students will receive the necessary support to successfully matriculate through the system in ELA.

<b>School Goal 2 - ELA</b>	Reading: Based on the last three two years of SBA data in ELA, and in collaboration with building vertical teams, building & district grade teams, and RTI teams, our goal is to be 3% above the state on the 2017 SBA in all grade levels in ELA. Writing: Through the implementation of Written-Fluency Norms (Jim Wright @ Intervention Central), each grade level will increase fluency by 25% from fall (October, 2016) to spring data.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				Yes	Comments
Develop 45 day action plans to follow throughout the year. This includes initial reading survey. (*See goal 4 for RTI action plan)	Late August, November, January, April	Principal, Title I Learning Support Teacher, ELA Team	Principal & LST	<input type="checkbox"/>	
Initial and on-going assessments given at all grade levels to determine baseline and then monitor student progress. Teachers will follow district adopted assessment calendar.	September, 2016-June, 2017	Classroom Teachers, LST, Special Education Teachers, Principal, RTI Paras	LST, Grade Teams, RTI Teams, Principal	<input type="checkbox"/>	
Provide all K-6 teaching staff with 'I Can' statements for reading and writing; Books Study on Daily Five & assist staff in Daily Five implementation.	October, 2016 & on-going	ELA Team	ELA Team Leads & Principal	<input type="checkbox"/>	
Implement common theme writing prompts, to be given weekly in participating classrooms, graphed and tracked by students using the CBM <i>Written-Expression Fluency</i> .	October, 2016-June, 2017	ELA Team, Classroom Teachers, LST, Principal	ELA Team & Principal	<input type="checkbox"/>	

**PART 5: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.  
**Objective 2.1:** All students receive engaging, informative instruction throughout the system as demonstrated by student/path data in Math.  
**Objective 2.2:** All students receive necessary support to successfully matriculate through the system in Math.

<b>School GOAL 3 - Math</b>	Based on the last two years SBA & MAP data in math, and in collaboration with building vertical teams, building & district grade teams, math RTI teams, and in following the district assessment calendar, goals are as follows: <ul style="list-style-type: none"> <li>• K-2: 100% of students will meet math fact fluency standards.</li> <li>• 3<sup>rd</sup>-6<sup>th</sup>: 80% of students will increase MAP RIT score by 10 points between September, 2016 &amp; June, 2017, with a midyear benchmark in January.</li> </ul>				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
Develop 45 day action plans to follow throughout the year. This includes the mathematical practices professional development. (*See goal 4 for math RTI implementation)	Late August, November, January, April	Principal, Math Team, Math Coach	Principal & Math Coach	<input type="checkbox"/>	
Facts assessments give to all students, per the district math facts calendar, and using a variety of technology programs for on-going support.	September, 2016-June, 2017	Classroom Teachers, Grade Teams, Math Para, Principal	Principal & Classroom Teachers	<input type="checkbox"/>	
Determine SBA aligned practice, including options for the performance tasks and problems to increase math perseverance and utilize mathematical practices..	September, 2016-June, 2017	Classroom Teachers, Grade Teams, Math Coach, Principal	Principal & Classroom Teachers	<input type="checkbox"/>	
Staff will implement newly developed pacing guides at each grade level, following suggested performance tasks and utilizing supplemental materials as suggested.	September, 2016-June, 2017	Classroom Teachers, Grade Teams, Math Coach, Principal	Principal & Classroom Teachers		



**PART 5: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.2:** All students receive necessary support to successfully matriculate through the system.

<b>SCHOOL GOAL 4 – Closing the Gap</b>					
		Based on the last two years SBA & MAP data in math & ELA, and in collaboration with building vertical teams, building & district grade teams, RTI teams, and in following the district assessment calendar, the number of Jefferson students scoring level two in the areas of math and ELA will be lower than the state average at all grade levels on the spring, 2017 SBA.			
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Maintain quality reading program through use of HM materials, including leveled readers and RTI for 30 minutes per day with 5 staff.	September, 2016-June, 2016	LST, RTI Team, Classroom Teachers, Principal	LST & Principal	<input type="checkbox"/>	
Utilize reading assessments, per the district assessment calendar and professional judgement, to determine student need for intervention.	September, 2016-June, 2017	LST, RTI Team, Classroom Teachers, Principal	LST, Classroom Teachers, Principal		
3 <sup>rd</sup> grade after school reading group Monday-Friday for 30 minutes, and 4 <sup>th</sup> -6 <sup>th</sup> after school math tutoring group Monday & Wednesday for 60 minutes.	October, 2016-June, 2017	LST, RTI Para, 3 <sup>rd</sup> -6 <sup>th</sup> Grade Teachers	Principal & Classroom Teachers	<input type="checkbox"/>	
Develop math RTI program, utilizing new Title I math para for staffing and regular assessment for determining student needs.	October, 2016-June, 2017	Principal, Classroom Teachers, Title I Math Para	Principal & Classroom Teachers	<input type="checkbox"/>	
School subscription to IXL math for both remediation and enrichment; staff training for all classroom teachers in ILX.	September, 2016-June, 2016	Principal & Classroom Teachers	Principal & Classroom Teachers	<input type="checkbox"/>	

**PART 6: TITLE I SCHOOL-WIDE PLAN SUMMARY**

**TITLE I SCHOOL-WIDE PLAN SUMMARY**

**Directions:** Briefly summarize your school’s strategy for implementing a Title I School-Wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/ Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Jefferson Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the para educators supported by Title I funds at Jefferson Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): Jefferson’s Student Assistance Team meets weekly on Wednesday morning. Jefferson has a full time school counselor who assists students and families through all critical transitions. Jefferson’s early intervention childhood team assists preschool students in transitioning to appropriate kindergarten placements.		
Coordination and Integration of Federal, State, and Local Services (10): Jefferson Elementary School utilizes the services of Peninsula Mental Health, Port Angeles Education Association, community volunteers, and the Parent Teacher Organization. Jefferson has been adopted by a local church to assist students and provide them a positive adult connection. Jefferson is partnering with the Coast Guard to support students in math and homework.		
<b>Funding Source</b>	<b>Amount</b>	<b>How Funds Support SWP</b>
State LAP	\$0,000	
Title IA	\$0,000	School-wide assessment and instructional program for students identified for additional support.
Title IIA	\$0,000	Teacher and principal professional development.
BEA	\$0,000	Basic education funds used in combination with Title I/LAP to support academic interventions.
Other	\$0,000	

## **PART 6: TITLE I SCHOOL-WIDE PLAN SUMMARY**

### **Jefferson Parent Involvement Plan/Procedures 2016-17**

Jefferson is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Jefferson and home work together to promote high achievement by our children. Neither home nor Jefferson can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. Jefferson recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Jefferson intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

#### PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

- A. Jefferson will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.
  - Staff and parents will meet during a meeting held before Open House on October 6, 2016 at 5:30pm in the library.
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
  - Annual meeting will be held before Open House on October 6, 2016 at 5:30pm in the library.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.
  - Title One staff will be available before and after school to meet with parents. Evening meetings or home visits may be scheduled upon request.
- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school wide under Section 1114, and the process of the school review and improvement under Section 1116.
  - Parents will serve on site-based team at Jefferson which meets monthly.
- E. Provide parents of participating children—

- a. Timely information about programs under this part.
- b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Actions:

- Title One staff will provide information about programs, assessment, and expectations.
- RTI brochure shared with parents at annual Title 1 meeting and at conferences to develop understanding of school system
- Kindergarten orientation will occur during the first two days of school
- Progress reports will be sent home on a regular basis.
- Informal conferences may be scheduled with teachers as needed.

- F. If school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
- G. Jefferson will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.

#### PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement plan/ procedures, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Actions:

- Parents serve as classroom volunteers at Jefferson Elementary.
- At Jefferson parents may participate in the PTO (Parent Teacher Organization) and sponsored activities.

## BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district under this part.

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
  - Grade level state standards and content area standards are explained at curriculum nights in September and/or at parent-teacher conferences in November.
  - State standards and district assessments are shared during open house and conferences.
- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
  - During parent-teacher conferences materials are provided to help parents work with their children at home in reading and math.
  - Reading and effective effort strategies will be shared in Jefferson Newsletters.
  - Literacy training will be provided during special evening family sessions.
- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
  - Teachers will receive assistance and/or training in working with parents as partners in learning during Tuesday collaboration time.
- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Readiness to Learn, any home instruction programs for preschoolers, First Step, First Teacher, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Parent support will be provided at Jefferson through the library, monthly newsletter, and hallway informational displays.
  - Coordinate a transition meeting between MAV Head Start /IEIP preschool program and Jefferson kindergarten teachers in the spring involving parents to promote a partnership and explain the expectations of kindergarten.
  - Readiness to Learn through First Step will collaborate with parents and teachers of children in kindergarten and 1<sup>st</sup> grade.
  - Jefferson will provide a preschool/parent interview in the spring for entering kindergarteners in the fall.
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
    - Newsletters and flyers will be translated in language spoken at home as needed.
  - f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.
    - Meetings will be held at a variety of times to accommodate parent work schedules.
  - g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
  - i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
  - j. May train parents to enhance the involvement of other parents.
  - k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
  - l. May adopt and implement model approaches to improving parental involvement.

- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

**PART III-ACCESSIBILITY REQUIREMENTS**

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

**PART IV-ADOPTION**

This Jefferson Parental Involvement Plan/ Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/ Procedures was developed/revised by Jefferson on \_\_\_\_\_ and will be in effect for the period of the 2016-17 school year. The school will distribute this Parent Involvement Plan/ Procedures to all parents of participating Title I children and make it available to the community on the 1<sup>st</sup> Tuesday of \_\_\_\_\_.

\_\_\_\_\_  
 (Signature of Title I Authorized Representative)

\_\_\_\_\_  
 (Date)

These parents were involved with the development of this document: Malinda Angevine, Doni Thomason.

## PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

# STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

**Directions:** Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

### **Enrichment Opportunities:**

- Math Olympiad offered for 5<sup>th</sup>/6<sup>th</sup> grades
- Wolf Pack Student Council – 6<sup>th</sup> grade elected officers, 4<sup>th</sup>-6<sup>th</sup> grade elected student reps
- Worm Bins & Compost for 4<sup>th</sup> & 5<sup>th</sup> grade, coordinated through parent volunteers
- Swimming lessons for 4<sup>th</sup> grade students in the spring via PTO & PAEF Grant
- 6<sup>th</sup> grade outdoor education offered at NatureBridge for 3 days/2 nights, May 22-24, 2017 (thank you, School Board!)
- Young Writers Conference for 1<sup>st</sup>-6<sup>th</sup> grade students March 2017 at Peninsula College, sponsored by PTO
- 5<sup>th</sup> Grade/Kindergarten Reading Buddies, 4<sup>th</sup> Grade/Kindergarten Reading/Writing Buddies, 6<sup>th</sup>/1<sup>st</sup> Writing Buddies
- Poetry Slam-6<sup>th</sup> grade
- Story People – October 2016
- 1<sup>st</sup> – 4<sup>th</sup> grade Pen Pal program with Japan
- 4<sup>th</sup> Grade Battle of the Books through NOLS

### **Remediation Opportunities:**

- Small group instruction in RTI in three levels (K-5<sup>th</sup>): 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core), and 3) intensive intervention for basic skill development (2.1, 2.2)
- Math remediation data collection through MAP, IXL, and Moby Max.(2.1, 2.2)
- Math Title I Para hired to assist in 3<sup>rd</sup>-6<sup>th</sup> grade classrooms for math remediation. (2.1, 2.2)
- Math tutoring Monday & Thursday after school by certificated teachers, grades 4<sup>th</sup>-6<sup>th</sup>
- School-wide universal screening using DIBELS in reading in the fall, winter, and spring; DRA to 1<sup>st</sup> 3x per year (2.1, 2.2)
- Progress monitoring using the Houghton Mifflin curriculum, DIBELS, & AR/STAR (2.1, 2.2)
- Collaboration time dedicated to looking at tiered instruction & movement in response to individual student needs (2.1, 2.2, 1.2)
- After school program for 3<sup>rd</sup> grade students needing additional support in reading (2.1, 2.2)
- Small group homework help supported by AmeriCorps & volunteers after school for 4-6 grade students (5.1, 2.1, 2.2)



**PART 8: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700**

**NUTRITION AND PHYSICAL ACTIVITY POLICY #6700**

**Directions:** Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

<b>Action</b>	<b>Start/End Dates</b>	<b>Persons Responsible</b>	<b>Completed</b>
Physical Education classes taught by certified P.E. instructor. <ul style="list-style-type: none"> <li>• K-3 2 x 30 minutes per week (60)</li> <li>• 4-6 2 x 40 minutes per week (80)</li> </ul>	Start: September 1, 2016 End: June 16, 2017	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher	( ) Yes
Opportunity for additional minutes: <ul style="list-style-type: none"> <li>• Classroom Brain Boosters (monthly ideas shared with classroom teachers)</li> </ul>	Start: September 1, 2016 End: June 16, 2017	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher Classroom Teachers	( ) Yes
Opportunity for additional instructional minutes: <ul style="list-style-type: none"> <li>• Adventure to Fitness (school subscription to online fitness program for the classroom)</li> </ul>	Start: October 3, 2016 End: June 16, 2017	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher Classroom Teachers	( ) Yes
Opportunity for additional instructional minutes: <ul style="list-style-type: none"> <li>• Fuel Up to Play60 Activities (nutrition and fitness activities done schoolwide)</li> </ul>	On-going throughout the school year.	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher Classroom Teachers Jefferson	( ) Yes
Opportunity for additional physical activity: <ul style="list-style-type: none"> <li>• Playworks (backyard games, organized team games)</li> </ul>	Start: October 3, 2016 End: June 16, 2017	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher Jefferson Recess Staff	( ) Yes

Opportunity for additional physical activity: <ul style="list-style-type: none"> <li>• Recess Running Club</li> </ul>	Start: October 3, 2016 End: June 16, 2017	Jefferson Recess Staff (paraeducators & AmeriCorps)	<input type="checkbox"/> Yes
Opportunity for additional physical activity: <ul style="list-style-type: none"> <li>• Glow in the Dark Run</li> <li>• Rainbow Run</li> <li>• Staff Wellness Activities (AM Jazzercise in the gym)</li> <li>• PTO Fundraising for Outside Track</li> </ul>	On-going throughout the school year.	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher PTO	<input type="checkbox"/> Yes

**PART 9: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN**

**SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN**

**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.

<b>Brief paragraph explaining your Professional Development Summary and Resource Plan.</b>			
<p>Through generous Title I allocations this year, CSIP teams are determining greatest needs for professional development. As will be the case for all decision making (driven by the 45 day plans of each team, completed three times throughout the year), professional development will revolve around ELA, math, and strengthening the culture and climate, all which lead to closing the achievement gap. Reading focus will be through the non-fiction CLOSE reading strategies of Kylee Beers and Robert Probst (hoping their conference hits Seattle in early 2017) and writing fluency through the free materials of Jim Wright at Intervention Central. Math will focus on the eight mathematical practices, taught by Morgan Worthington, an increased understanding of how to use MAP as effective progress monitoring and subsequent teaching tool, the SPU math Cohort, led also by Morgan for five Jefferson teachers, and IXL training for new teachers to Jefferson. Title I funds allowed us to keep IXL for an additional year. Culture &amp; climate team has decided to focus on the needs of Jefferson, having effectively implemented Tier I and aspects of Tier II of PBIS. Generic PBIS training is no longer the greatest need, but rather conferences with a wide range of course offerings so we can attend workshops that could specifically apply to our Jefferson community.</p>			
<b>Budgeted Amount</b>	<b>Professional Development Activity</b>	<b>Description of Participating Staff</b>	<input checked="" type="checkbox"/>
Conferences: \$920 Hotels/Travel: \$250 Materials: 0 Substitutes: \$520	<b>ELA:</b> Jim Wright’s Written-Expression Fluency Training, Notice and Note: Strategies for Close Reading (Heinenmann - Kylee Beers and Robert Probst)	Classroom teachers, principal, RTI paraeducators, Title I LST	<input type="checkbox"/>
Conferences: 0 Hotels/Travel: 0 Materials: \$100 Substitutes: \$1040	<b>Math:</b> MAP Analysis, 8 Mathematical Practices, SPU Math Cohort, IXL training for new teachers, Peer observations	Classroom teachers, principal, Title I math para & resource I special education staff, Math Coach	<input type="checkbox"/>
Conferences: \$1500 Hotels/Travel: \$2000 Materials: \$1150 Substitutes: \$780	<b>Culture &amp; Climate:</b> PBIS Conference, SWISS Adoption & Training, Teaching with Love & Logic Training, Playworks Refresher	Counselor, principal, all interested teaching and support staff, recess staff	<input type="checkbox"/>

## PART 10: EXECUTIVE SUMMARY

### Executive Summary

**Directions:** Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

Jefferson..... a community where all students, staff and families are successful, valued and connected by the joy of learning! Jefferson took a new approach to our Continuous School Improvement goals this year, restructuring all vertical teams to meet one specific goal area, all leading to closing the gap. Each certificated staff member is on a team focusing on math, ELA, or culture & climate. We have found in the initial six weeks that the conversations are robust, 45 day action plans drive decision making, and things are getting done on behalf of students. All feedback has been very positive.

**Culture & Climate Focus:** In our third year, our PBIS implementation team has morphed into a Culture & Climate team, focusing on students positive associations with school. The entire staff and student populations took a survey in early October to determine \_\_\_\_\_. Data indicated that \_\_\_\_\_% of students feel...

**Mathematical Focus:** Math remains the primary content focus for our fourth year, confirmed by both SBA and MAP data in grades 3<sup>rd</sup>-6<sup>th</sup>. As teachers determine how the curriculum fits with current assessment, teams will work to adjust instruction accordingly. Due to increased Title I funds, a 4.5 hour math para has been hired, as well as after school tutoring for “bubble” students who are on the cusp of meeting standard in math. Our math vertical team determined that data collection in K-2<sup>nd</sup> will happen around math fact fluency, as that is foundational for continued growth in mathematics over time. 3<sup>rd</sup>-6<sup>th</sup> will be tracked through three times per year MAP administration, and all grades will analyze topic and benchmark assessments within enVision.

**ELA Focus:** The ELA vertical team has determined (with full staff support) that writing fluency needs to be a school wide focus, as the reading proficiency is now so intertwined with writing that they cannot be separated. Using Jim Wright’s *Curriculum Based Measurement: Written-Expression Fluency Norms* (found on [www.interventioncentral.org](http://www.interventioncentral.org)), all classes will begin 3 minutes of ‘free writing’, with students documenting words per minute and charting their progress. All grades will follow the district assessment calendar for tracking grade level expectations in reading. RTI continues as grades K-5 for 30 minutes per day, with LAP funds allowing an additional para hour to support these efforts. This means three paras and one LST for all RTI slots, which are by individual class in K & 1<sup>st</sup>, by grade level 2<sup>nd</sup>-5<sup>th</sup>. 6<sup>th</sup> has opted for no RTI time within the school day, as they are rotating students among both teachers. After school tutoring may be an option if needed for students requiring intervention.

**Closing The Gap:** Our previous three goal areas inherently lend themselves to closing the achievement gap among those students currently meeting standard, and those that are not. Resources poured specifically into this goal are on-going PBIS Tier 1 & 2 interventions, daily reading RTI, after school 3<sup>rd</sup> grade reading group, the addition of a 4.5 hour math para, after school tutoring for grades 4-6, homework club, and on-going data analysis through DIBELS, STAR, DRA, MAP, and curriculum based assessments. Teachers will meet *at least* one time per month to analyze student data and determine appropriate interventions. Students of concern come through SAT meetings with timely plans in place to track student behavioral and academic progress over time.

**PART 11: Sign-Off Sheet**

## SIGN-OFF SHEET

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Parent	Malinda Angevine	
Parent	Doni Thomason	
IEIP Teacher	Merri Sawyer	
Principal	Joyce Mininger	
Learning Support Teacher	Coya Erickson	
Teacher	Christine Chang	
Teacher	Rindy Hainstock	
Teacher	Theresa Schmid	
Classified Staff	Theresa Rothweiler	
Teacher	Raena Young	
Resource Room Teacher	Debbie Rich	
Teacher	Karen Toth	
Superintendent	Dr. Marc Jackson	
Assistant Superintendent	Chuck Lisk	
School Board President	Cindy Kelly	<i>Board Approved Date:</i> _____

**PART 12: Appendices**

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2012	2013	2014	2015
Clear & Shared Focus	73.0%	78.0%	*	
Effective School Leadership	73.0%	75%	*	
High Standards & Expectations	55.0% <small>(34% missing)</small>	70%	*	
High Levels of Collaboration and Communication	75.0%	72.0%	*	
Supportive Learning Environment	82.0%	80.0%	*	
Frequent Monitoring of Teaching and Learning	53.0% <small>(31% missing)</small>	62.0%	*	
Focused Professional Development	55.0% <small>(26% missing)</small>	67.0%	*	
Curriculum, Instruction, and Assessment Aligned with Standards	60.0% <small>(31% missing)</small>	61.1%	*	
High Levels of Community & Parent Involvement	76.0%	75.0%	*	
Staff Willingness to Change	89.0%	91.0%	*	

**PART 12: Appendices**

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2012	2013	2014	2015
Clear & Shared Focus	79.0%	85%	*	
Effective School Leadership	84.0%	89%	*	
Frequent Monitoring of Teaching and Learning	74.0%	78%	*	
High Standards & Expectations	92.0%	90%	*	
High Levels of Collaboration and Communication	82.0%	84%	*	
High Levels of Community & Parent Involvement	76.0%	78%	*	
Supportive Learning Environment	84.0%	88%	*	

**PART 12: Appendices**

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2012	2013	2014	2015
Clear & Shared Focus	82.0%	82%	*	
Effective School Leadership	81.0%	81%	*	
Frequent Monitoring of Teaching and Learning	76.0%	76%	*	
High Standards & Expectations	93.0%	93%	*	
High Levels of Collaboration and Communication	82.0%	82%	*	
Supportive Learning Environment	84.0%	84%	*	