

Port Angeles School District

Jefferson Elementary School



**Continuous
School Improvement Plan
2014-2015**

September 12, 2014

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: VISION, MISSION, AND BELIEFS

Define your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: 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 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: 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 7: 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 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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 9: SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by **September 12, 2014**. **The final plan is due to the superintendent by October 9, 2014**. Schools will report progress on **January 22, 2015, April 9, 2015, and finally for the year on June 25, 2015**.

PART 10: 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 9, 2014.

PART 11: APPENDICES

VISION AND MISSION

Directions: Define your school's vision. Vision is described as the single most important tool for leading your school. It captures your school's collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: Jefferson shares the PASD vision: All Port Angeles School District students will reach high standards and graduate prepared with knowledge, skills and abilities to choose a successful future.

Directions: Define your school's mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization's vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: Jefferson..... a community where all students, staff and families are successful, valued and connected by the joy of learning.

Directions: Define your school's beliefs. Beliefs are written statements that capture your school's shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements

Beliefs: Jefferson shares the PASD belief statements. Education is the shared obligation of the student, family, school and community. Education must take place in a safe and caring environment that values high expectations, honesty, trust, and respect. All students must have the opportunity to learn and experience success individually and collectively. All students must feel valued as human beings and successful as learners. Every student is unique and all are capable. All members of the school community have equal dignity and worth. Cultural and social diversity are strengths in an educational environment. Learning is a life-long process. Schools are accountable to the public. Patriotism and citizenship are fundamental to our society. Individual commitment strengthens the entire organization.

DATA ANALYSIS

Measures of Student Progress (MSP) DATA

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

Analysis Tool/ Measurement Device	2011	2012	2013	2014	Analysis Tool/ Measurement Device	2011	2012	2013	2014
MSP Reading 3: % of students at each level				2.3%	MSP Math 3: % of students at each level				6.9%
Level 1:	0%	0%	7.7%		Level 1:	2%	5.4%	15.4%	
Level 2:	6.1%	13.5%	2.6%	2.3%	Level 2:	26.5%	32.4%	25.6%	13.9%
Level 3:	30.6%	32.4%	33.3%	27.9%	Level 3:	53.1%	48.6%	38.5%	30.2%
Level 4:	63.3%	54.1%	56.4%	62.7%	Level 4:	18.4%	13.5%	20.5%	44.1%
MSP Reading 3: % Meeting Standard:	93.9%	86.5%	89.7%	93.0%	MSP/MSP Math 3: % Meeting Standard:	71.4%	62.2%	59.0%	76.7%
% Not Meeting Standard:	6.1%	13.5%	10.3%	6.9%	% Not Meeting Standard:	28.6%	37.8%	41.0%	23.2%

Analysis Tool/ Measurement Device	2011	2012	2013	2014	Analysis Tool/ Measurement Device	2011	2012	2013	2014
MSP Reading 4: % of students at each level				6.3%	MSP Writing 4: % of students at each skill				
Level 1:	3.9%	0%	3.9%		Conventions:	64%	76.5%	87.2%	75.6%
Level 2:	25.5%	23.1%	11.8%	14.8%	Content, Organization, and Style:	74%	39.2%	59.6%	44.4%
Level 3:	37.2%	40.4%	54.9%	53.1%					
Level 4:	33.3%	34.6%	27.5%	25.5%					
MSP Reading 4: % Meeting Standard:	70.6%	76.9%	84.3%	78.7%	MSP Writing 4: % Meeting Standard:	62.7%	50.0%	64.7%	53.1%
% Not Meeting Standard:	29.4%	23.1%	15.7%	21.2%	% Not Meeting Standard:	37.3%	50.0%	35.3%	46.8%

MSP/MSP DATA

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

Analysis Tool/ Measurement Device	2011	2012	2013	2014	Analysis Tool/ Measurement Device	2011	2012	2013	2014
MSP Math 4: % of students at each level					MSP Science 5: % of students at each level				(2% No Score)
Level 1:	17.6%	13.5%	25.5%	21.2%	Level 1:	2.2%	0%	10.7%	10.0%
Level 2:	7.8%	17.3%	33.3%	23.4%	Level 2:	17.8%	7.8%	14.3%	24.0%
Level 3:	47.1%	48.1%	29.4%	25.5%	Level 3:	46.6%	45.1%	41.1%	26.0%
Level 4:	27.5%	21.2%	11.8%	29.7%	Level 4:	33.3%	43.1%	32.1%	36.0%
MSP Math 4: % Meeting Standard:	74.5%	69.2%	41.2%	55.3%	MSP Science 5: % Meeting Standard:	80%	92.2%	75.0%	64.0%
% Not Meeting Standard:	25.5%	30.8%	58.8%	44.6%	% Not Meeting Standard:	20%	7.8%	25.0%	36.0%

Analysis Tool/ Measurement Device	2011	2012	2013	2014	Analysis Tool/ Measurement Device	2011	2012	2013	2014
MSP Reading 5: % of students at each level				(2% No Score)	MSP Math 5: % of students at each level				(2% No Score)
Level 1:	2.2%	2%	5.4%	8.0%	Level 1:	8.9%	12%	17.9%	30.0%
Level 2:	22.2%	9.8%	23.2%	12.0%	Level 2:	24.4%	18%	16.1%	18.0%
Level 3:	31.1%	52.9%	23.2%	*40.0%	Level 3:	44.4%	32%	44.6%	38.0%
Level 4:	42.2%	33.3%	44.6%	38.0%	Level 4:	22.2%	36%	21.4%	12.0%
MSP Reading 5: % Meeting Standard:	73.3%	88.2%	71.4%	78.2%	MSP Math 5: % Meeting Standard:	66.7%	70%	66.1%	50.0%
% Not Meeting Standard:	26.7%	11.8%	28.6%	22.0%	% Not Meeting Standard:	33.3%	30%	33.9%	50.0%

MSP DATA

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

Analysis Tool/ Measurement Device	2011	2012	2013	2014	Analysis Tool/ Measurement Device	2011	2012	2013	2014 AMO
MSP Reading 6: % of students at each level					MSP Math 6: % of students at each level				
Level 1:	2%	0%	0.0%	1.8%	Level 1:	29.4%	20%	7.0%	16.3%
Level 2:	20%	10.3%	8.8%	12.7%	Level 2:	25.5%	5%	19.3%	16.3%
Level 3:	60%	43.6%	56.1%	*54.5%	Level 3:	29.4%	42.5%	38.6%	*38.1%
Level 4:	18%	43.6%	35.1%	30.9%	Level 4:	13.7%	30%	35.1%	29.0%
MSP Reading 6: % Meeting Standard:	78%	89.7%	91.2%	85.4%	MSP/MSP Math 6: % Meeting Standard:	43.1%	75%	73.7%	67.2%
% Not Meeting Standard:	22%	10.3%	8.8%	14.5%	% Not Meeting Standard:	56.9%	25%	26.3%	32.7%

MSP GENDER DISAGGREGATION DATA

Directions: Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 3 READING					GRADE 3 MATH				
	2011	2012	2013	2014 AMO	2014	2011	2012	2013	2014 AMO	2014
Male	88%	83.3%	94.7%	66.0%	93.1	56%	55.6%	73.7%	67.0%	79.3
Female	100%	89.5%	85.0%	100%	86.7	83.3%	68.4%	45.0%	87.5%	66.7

GENDER	GRADE 4 READING					GRADE 4 MATH				
	2011	2012	2013	2014 AMO	2014	2011	2012	2013	2014 AMO	2014
Male	76.4%	70.4%	77.8%	82.3%	69.6	75%	70.4%	33.3%	33.3%	52.2
Female	86.9%	84.0%	91.7%	90.2%	87.5	73.9%	68.0%	50.0%	50.0%	58.3

GENDER	GRADE 4 WRITING					GRADE 5 SCIENCE				
	2011	2012	2013	2014 AMO	2014	2011	2012	2013	2014 AMO	2014
Male	50%	37.0%	48.1%	62.5%	43.5	94.4%	96.0%	75.9%	95.8%	55.6
Female	82.6%	64.0%	83.3%	86.95%	62.5	85.1%	88.5%	74.1%	88.83%	73.9

GENDER	GRADE 5 READING					GRADE 5 MATH				
	2011	2012	2013	2014 AMO	2014	2011	2012	2013	2014 AMO	2014
Male	88.8%	96.0%	69.0%	91.6%	74.1	88.85%	88.8%	58.6%	91.6%	44.4
Female	74%	80.8%	74.1%	80.5%	82.6	66.6%	66.6%	74.1%	74.95%	56.5

GENDER	GRADE 6 READING					GRADE 6 MATH				
	2011	2012	2013	2014 AMO	2014	2011	2012	2013	2014 AMO	2014
Male	85.7%	93.8%	89.7%	89.23%	82.8	39.2%	70.6%	72.4%	54.4%	65.5
Female	68.1%	87.0%	92.9%	76.08%	85.2	50.0%	78.3%	75.0%	62.5%	66.7

MSP DATA

MSP READING ACHIEVEMENT PROFILE

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 3	Reading							
	Comprehension		Analysis		Literary Text		Informational Text	
	School	State	School	State	School	State	School	State
2011	89.8%	67.9%	85.7%	65.4%	93.9%	72.6%	91.8%	70.2%
2012	91.9%	69.7%	75.7%	62.5%	86.5%	65.4%	83.8%	67.1%
2013	86.5	67.1	91.9	69.7	94.6	72.7	94.6	72.0
2014	85.7	66.9	83.3	67.2	92.9	69.2	83.3	70.1
Grade 4	Reading							
	Comprehension		Analysis		Literary Text		Informational Text	
	School	State	School	State	School	State	School	State
2011	72.3%	62.5%	61.7%	60.2%	78.7%	69.2%	72.3%	62.7%
2012	74.5%	67.7%	62.7%	64.2%	70.6%	68.0%	74.5%	70.9%
2013	75.5	68.8	87.8	68.4	75.5	67.3	69.4	67.1
2014	70.2	67.4	70.2	60.6	70.2	65.4	59.6	67.3

MSP READING ACHIEVEMENT PROFILE

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 5	Reading									
	Comprehension		Analysis		Literary Text		Informational Text			
	School	State	School	State	School	State	School	State		
2011	76.2%	68.5%	66.7%	62.7%	66.7%	60.6%	64.3%	61.0%		
2012	64.0%	63.2%	84.0%	68.95	72.0%	69.3%	70.0%	63.9%		
2013	73.1	72.4	69.2	69.7	76.9	71.4	67.3	67.1		
2014	71.4	65.5	71.4	68.7	69.4	68.8	71.4	68.8		
Grade 6	Reading									
	Comprehension		Analysis		Critical Thinking		Literary Text		Informational Text	
	School	State	School	State	School	State	School	State	School	State
2011	72.9%	63.6%	68.8%	67.6%	75.0%	65.3%	75.0%	70.3%	68.8%	67.2%
2012	89.5%	64.9%	78.9%	69.8%	78.9%	67.6%	78.9%	66.9%	84.2%	67.0%
2013	84.2	66.0	78.9	64.9	84.2	70.6	80.7	67.5	75.4	69.9
2014	76.4	73.4	70.9	67.6	70.9	64.5	76.4	64.6	67.3	71.7

MSP MATHEMATICS ACHIEVEMENT PROFILE

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 3	Number Sense and Algebraic Sense		Measurement Geometric Sense and Statistics		Problem Solving and Reasoning		Procedures and Concepts	
	School	State	School	State	School	State	School	State
2011	65.3%	58.7%	73.5%	64.8%	59.2%	55.6%	73.5%	56.4%
2012	61.1%	64.0%	63.9%	63.8%	55.6%	59.6%	72.2%	66.8%
2013	60.5%	62.6%	36.8%	58.2%	57.9%	59.2%	55.3%	60.8%
2014	73.8	61.1	71.4	58.3	71.4	58.9	78.6	60.9
Grade 4	Number Sense and Algebraic Sense		Measurement Geometric Sense Probability and Statistics		Problem Solving and Reasoning		Procedures and Concepts	
	School	State	School	State	School	State	School	State
2011	68.1%	57.2%	78.7%	51.6%	72.3%	57.6%	83.0%	59.6%
2012	74.5%	61.0%	62.7%	56.2%	76.5%	59.3%	45.1%	57.4%
2013	26.5%	58.5%	51.0%	62.4%	51.0%	62.8%	34.7%	58.8%
2014	57.4	55.9	42.6	54.7	48.9	57.1	53.2	57.5

MSP MATHEMATICS ACHIEVEMENT PROFILE

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Number Sense and Algebraic Sense		Measurement Geometric Sense and Statistics		Problem Solving and Reasoning		Procedures and Concepts	
	School	State	School	State	School	State	School	State
2011	69.8%	61.3%	69.8%	59.2%	62.8%	54.2%	65.1%	57.6%
2012	67.4%	61.3%	60.9%	61.9%	71.7%	59.9%	76.1%	62.5%
2013	66.0%	62.2%	45.3%	63.6%	50.9%	58.0%	69.8%	64.7%
2014	49.0	62.1	44.9	61.2	51.0	55.8	46.9	62.5
Grade 6	Number Sense and Algebraic Sense		Measurement Geometric Sense Probability and Statistics		Problem Solving and Reasoning		Procedures and Concepts	
	School	State	School	State	School	State	School	State
2011	45.7%	58.9%	47.8%	58.3%	52.2%	58.4%	41.3%	53.0%
2012	70.3%	60.7%	73.0%	56.6%	73.0%	56.4%	67.6%	61.1%
2013	80.0%	60.1%	65.5%	58.3%	74.5%	56.9%	80.0%	60.6%
2014	63.6	62.0	50.9	54.3	67.3	61.7	54.5	58.8

MSP SCIENCE ACHIEVEMENT PROFILE

Directions: Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Systems		Inquiry		Applications		Domains	
	School	State	School	State	School	State	School	State
2011	90.5%	52.0%	52.4%	46.2%	73.8%	58.1%	88.1%	55.0%
2012	83.7%	63.4%	75.5%	61.4%	67.3%	55.0%	87.8%	63.0%
2013	54.7%	59.8%	60.4%	61.2%	64.2%	60.6%	73.6%	60.1%
2014	73.5	62.6	63.3	57.6	46.9	54.5	59.2	60.0

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	2011	2012	2013
Clear & Shared Focus	89.0%	73.0%	78.0%
Effective School Leadership	86.0%	73.0%	75%
High Standards & Expectations	68.0%	55.0% <small>(34% missing)</small>	70%
High Levels of Collaboration and Communication	73.0%	75.0%	72.0%
Supportive Learning Environment	82.0%	82.0%	80.0%
Frequent Monitoring of Teaching and Learning	70.0%	53.0% <small>(31% missing)</small>	62.0%
Focused Professional Development	65.0%	55.0% <small>(26% missing)</small>	67.0%
Curriculum, Instruction, and Assessment Aligned with Standards	77.0%	60.0% <small>(31% missing)</small>	61.1%
High Levels of Community & Parent Involvement	79.0%	76.0%	75.0%
Staff Willingness to Change	77.0%	89.0%	91.0%

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	2011	2012	2013
Clear & Shared Focus	96.0%	79.0%	85%
Effective School Leadership	93.0%	84.0%	89%
Frequent Monitoring of Teaching and Learning	90.0%	74.0%	78%
High Standards & Expectations	97.0%	92.0%	90%
High Levels of Collaboration and Communication	94.0%	82.0%	84%
High Levels of Community & Parent Involvement	90.0%	76.0%	78%
Supportive Learning Environment	92.0%	84.0%	88%

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	2011	2012	2013
Clear & Shared Focus	79.0%	82.0%	81%
Effective School Leadership	76.0%	81.0%	80%
Frequent Monitoring of Teaching and Learning	77.0%	76.0%	79%
High Standards & Expectations	85.0%	93.0%	91%
High Levels of Collaboration and Communication	65.0%	82.0%	78%
Supportive Learning Environment	76.0%	84.0%	80%

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2013-14				Expected Results for 2014-15					
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	Reading				ELA					
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	7 of 8 Sounds 68.5%	16 of 26 Sounds 71.7%	21 of 26 Sounds 95.7%	❖	K	7 of 9 Sounds	16 of 26 Sounds	26 of 26 Sounds	Blending
	1	77.1%	76.0%	84.6%	46.9%	1				
	2	62.2%	56.5%	71.1%	76.1%	2				
	3	70.0%	80.0%	MSP	79.5%	3				
	4	77.3%	84.8%	MSP	78.3%	4				
	5	85.1%	75.0%	MSP	81.3%	5				
6	85.5%	76.0%	MSP	80.0%	6					
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)	Writing			Math	Math					
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall (T 1-4)	Winter (T 5-8)	Spring (T 9-12)	EOY
	K	❖	❖	❖	87.0%	K				
	1	❖	85.7%	❖	77.6%	1				
	2	❖	73.9%	❖	95.7%	2				
	3	❖	74.4%	90.2%	71.1%	3			SBA	
	4	57.8%	60.0%	MSP	61.0%	4			SBA	
	5	❖	70.8%	68.6% (cba)	58.3%	5			SBA	
6	❖	73.1%	83.6%	26.9%	6			SBA		
District Science Kit Assessments (FOSS Kits) (percent of students at standard)	Science				Science					
	Grade	Physical Science	Life Science	Earth Science	Grade	Physical Science	Life Science	Earth Science		
	K	❖	❖	❖	K					
	1	100%	95.8%	95.8%	1					
	2	91.1%	91.3%	84.4%	2					
	3	84.2%	90.2%	90.2%	3					
	4	77.3%	72.7%	80.4%	4					
	5	96.1%	72.3%	70.1%	5					
6	92.6%	92.7%	89.1%	6						

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2013-14 (EOY)							Internal Assessment Results for 2014-15 To Date)						
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		
	See * Below						(including tardy after 9:10am)						
K	21/2	93.22%	0	0	0	0	K	4					
1	11/1	95.01%	2	0	0	0	1	3					
2	17/4	94.78%	2	0	0	0	2	3					
3	1/0	95.82%	4	0	0	0	3	2					
4	12/1	94.24%	18	0	0	0	4	0		1			
5	3/2	94.05%	5	0	0	0	5	1		6			
6	7/1	95.02%	12	0	0	0	6	3		1			

*Trimester Reports will provide Year-to-Date data

Current Summary of Student Support Services			
Grade	Special Education	Homeless Number of Homeless Students	504
	Current	Current	Current
K	3	0	0
1	2	1	0
2	5	2	0
3	7	4	0
4	6	0	0
5	10	0	0
6	7	2	0

PART 2: DATA ANALYSIS

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your grade level and which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary
Attendance Report	Percent of students present per day (2013-14).	Average daily attendance was , court petitions.
Unexcused Absences	Total number of absences not excused (2013-14).	Per OSPI unexcused absence rate was 0.0%
Discipline Report	Summary of discipline activity for the building (2013-14): The 14 short term suspensions were by 5 students, and include those from the Resource II room.	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 1 Fighting/Assaults: 5 Court Petitions: 0 Expulsions: 0 Short-term Suspensions: 43 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2013-14).	61.8%
Gender Report	Number of male and female students as reported by the 2013-14 OSPI School Report Card	Males: 54.0% Females: 46.0%
Ethnicity Report	Percent of students by ethnic groups as reported by the 2013-14 OSPI School Report Card	American Indian or Alaskan Native: 2.3% Asian or Pacific Islander: 1.4% Black: 0.9% Hispanic: 10.0% White: 74.9%
Staff Report	Staff demographic data as reported in the 2013-14 OSPI School Report Card	Headcount: 24 Overall Ratio: 13.58 Average Years of Exp: 18.7 Percent ≥ a Master’s Degree: 75%

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>Reading:</p> <ul style="list-style-type: none"> Grade 3 – 93.1% of boys passed; 92.9 of all students on literary text; outperformed state by large margins in all areas; 90%+ of low income students met standard Grade 4 – With RTI supporting math, 78.7% still met standard; outperformed state in 3 areas. Grade 5 – 5% increase over 4 year period; outperformed state in all 4 areas Grade 6 – No significant gender gap (83% & 85%); outperformed state in 3 areas <p>Writing:</p> <ul style="list-style-type: none"> 75.6% met standard in conventions <p>Math:</p> <ul style="list-style-type: none"> Grade 3 – 23.6% increase in level 4; > state in all areas Grade 4 – 29.7% level 4 (increase by 17.9%) Grade 5 – Problem solving & reasoning highest area Grade 6 – 29% at level 4, no gender gap (66% & 67%). <p>Science:</p> <ul style="list-style-type: none"> Outperformed state in systems (10.9%) and inquiry (5.7%) 	<p>Reading:</p> <ul style="list-style-type: none"> Informational text below state in grades 4 & 6 6th grade up 7.4% over 4 year period <p>Writing:</p> <ul style="list-style-type: none"> 11.7% drop in writing in one year, 9.6% drop over three year period 44.4% met standard in COS Gender gap increased (43.5% males, 62.5 % females) <p>Math:</p> <ul style="list-style-type: none"> Level 1 in math high in grades 4-6 (21.2%, 30.0%, 16.3%) Grades 4-6 low in measurement & geometric sense Level 2 – 13.9% (3rd), 23.4% (4th), 18% (5th), 16.3% (6th) <p>Science:</p> <ul style="list-style-type: none"> Three year downward trend (92%, 75%, 64%) Below state in applications (7.6%) and domains (only 0.8%, statistically insignificant)

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement.

STRATEGIC GOALS AND OBJECTIVES 2014-15

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

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

ACTION PLAN

Directions:

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

ACTION 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.

GOAL	Based on three years of CEE data in the area of Trust: Integrity, and in collaboration with all Jefferson stakeholders (students, staff, parents, volunteers, community), Jefferson will increase this area of CEE data by a minimum of 3% as measured by 2015 CEE survey (current 3 year trend data: 71.7%).				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Year One of PBIS Implementation: Student, staff, and parent focus on how we treat one another, feel safe at school, and create a caring community.	September 2014-June 2015	Catie Tesreau, Joyce Mininger	PBIS Leadership Team, All staff	<input type="checkbox"/>	
Parents will be provided opportunities to learn about ways they can work with staff to support their student through parent ed/conferences.	September 2014-April 2015	All classroom teachers, Principal, Counselor	ILT, Principal	<input type="checkbox"/>	
Recognize staff monthly at faculty meetings – three prong focus: academic growth, instructional focus, relationships with students.	September 2014-June 2015	Joyce & Staff	All staff	<input type="checkbox"/>	
Recognize student success with monthly recognition assemblies, daily Wolf Slip winners, and school wide recognition for positive progress.	September 2014-June 2015	All staff/Joyce	PBIS Team, ILT	<input type="checkbox"/>	
Wolf Slips handed out regularly for students making the right decision. Calls home to 4 parents daily and weekly rewards on Fridays.	September 2014-June 2015	Catie Tesreau	PBIS Team	<input type="checkbox"/>	

ACTION 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 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

GOAL	Based on three years of CEE data in the area of Collaboration & Communication, and in collaboration with all Jefferson stakeholders (students, staff, parents, volunteers, community), Jefferson will increase this area of CEE data by a minimum of 3% as measured by 2015 CEE survey (current 3 year trend data: 74.7%).				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly newsletter to Jefferson families from Principal and at least monthly newsletters from each teacher sent home.	September 2014-June 2015	Joyce and classroom teachers	ILT team	<input type="checkbox"/>	
Use K12 Alerts to communicate events to families, including PTO sponsored family activities and important school deadlines.	September 2014-June 2015	Joyce	Site Team, PTO	<input type="checkbox"/>	
Weekly staff emails with upcoming events, critical information, and school celebrations.	September 2014-June 2015	Joyce	ILT team	<input type="checkbox"/>	
Utilize student planners as a means of communication between teachers and parents/guardians about homework, missing work, reading log.	September 2014-June 2015	4 th -6 th grade classroom teachers	Principal, Intermediate teachers	<input type="checkbox"/>	
District committee members will share out updates from their monthly meeting times.	October 2014-June 2015	Joyce, Rindy, Roni, Theresa, Sandi, Jeanne, Evan, Coya, Sue L.	ILT team	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** 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 Reading, Writing, Math, and Science.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system in Reading, Writing, Math, and Science.

Goal	<p>Based on the past three years of MSP data in reading, writing, math, and science (as compared to the state average)...</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="4">3 Year Averages on MSP</th> </tr> <tr style="background-color: #e0e0e0;"> <th>Gr./Subject</th> <th>Jefferson</th> <th>State</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>3rd Reading</td> <td>88.4%</td> <td>68.6%</td> <td>+19.8%</td> </tr> <tr> <td>3rd Math</td> <td>66.7%</td> <td>64.5%</td> <td>+2.2%</td> </tr> <tr> <td>4th Reading</td> <td>81.9%</td> <td>71.3%</td> <td>+10.6%</td> </tr> <tr> <td>4th Math</td> <td>55.2%</td> <td>60.9%</td> <td style="background-color: yellow;">-5.7%</td> </tr> <tr> <td>4th Writing</td> <td>57.3%</td> <td>61.8%</td> <td style="background-color: yellow;">-4.5%</td> </tr> <tr> <td>5th Reading</td> <td>83.0%</td> <td>72.0%</td> <td>+11.0%</td> </tr> <tr> <td>5th Math</td> <td>62.7%</td> <td>63.3%</td> <td style="background-color: yellow;">-0.6%</td> </tr> <tr> <td>5th Science</td> <td>78.9%</td> <td>66.5%</td> <td>+12.4%</td> </tr> <tr> <td>6th Reading</td> <td>90.8%</td> <td>71.6%</td> <td>+19.2%</td> </tr> <tr> <td>6th Math</td> <td>74.0%</td> <td>61.4%</td> <td>+12.6%</td> </tr> </tbody> </table> <p>...and in collaboration with our building teams, our goal is to outperform the state average on the Smarter Balanced Assessment (SBA) by at least 3% in all areas as measured by the spring 2015 SBA.</p> <p>We will monitor progress using classroom, building and district assessments including mid-year and end of the year benchmarks.</p>	3 Year Averages on MSP				Gr./Subject	Jefferson	State	Difference	3 rd Reading	88.4%	68.6%	+19.8%	3 rd Math	66.7%	64.5%	+2.2%	4 th Reading	81.9%	71.3%	+10.6%	4 th Math	55.2%	60.9%	-5.7%	4 th Writing	57.3%	61.8%	-4.5%	5 th Reading	83.0%	72.0%	+11.0%	5 th Math	62.7%	63.3%	-0.6%	5 th Science	78.9%	66.5%	+12.4%	6 th Reading	90.8%	71.6%	+19.2%	6 th Math	74.0%	61.4%	+12.6%
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PART 5: ACTION PLANS

<i>Overarching Practices</i>					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Curriculum: We will monitor adopted curriculum and examine how it meets the implementation of CCSS	September 2014 – June 2015	Joyce & Teachers	Principal	<input type="checkbox"/>	
PBIS (Positive Behavior Intervention & Supports): Implementation of Tier I - clear expectations for the school community, including student recognition, and school wide expectation matrix taught to all.	September 2014, June 2015	All Staff	Joyce, Catie Tesreau & PBIS Team		
TPEP process: Principal/teachers complete one hour of observations, at least two observation cycles with comprehensive; principal meets monthly with comprehensive cycle teachers (or in larger PASD group); discuss and examine student growth goals and impact of effective instruction on achievement.	September 2014, June 2015	Joyce & Teachers	Joyce	<input type="checkbox"/>	
Grade Teams: Use Look Aheads for team planning and collaboration; Collaborate to monitor growth, needs and resources across all content areas and with RTI team.	September 2014 – June 2015	Teachers, LST	Joyce	<input type="checkbox"/>	
Student Planners: All 4 th -6 th grade students will use daily planners to assist with study skills & organization.	September 2014- June 2015	4 th -6 th Grade Classroom Teachers	Joyce & 4 th -6 th Grade Teams	<input type="checkbox"/>	
Community: Volunteers from First Presbyterian, Coast Guard and families to assist small groups and individual students with reading and math facts., Battle of the Books in partnership with North Olympic Library System; STEM after school enrichment for grades 4/5; Storytelling for grades 3-5; Friday food bags; regular PTO events.	September 2014- June 2015	Joyce & Staff	Joyce, office staff, and teachers		
Professional Development: Daily 5 Book Study; TPEP Rubric & Comprehensive Group; Instructional practices PD (TPEP aligned); PBIS & Play-Works.	September 2014- June 2015	Joyce, ILT	ILT		

PART 5: ACTION PLANS

<i>Instructional Strategies Across Content Areas & Grades</i>					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Performance Tasks: Understanding components and how to support students in all areas of SBA assessments.	October 2014-June 2015	Classroom teachers	Joyce, ILT	<input type="checkbox"/>	
Use technology to support SBAC and understanding of CCSS, including Type to Learn being taught as early as 2 nd grade regularly.	October 2014-June 2015	Classroom teachers	Joyce, ILT	<input type="checkbox"/>	
Collaborate with grade level teams to develop pacing calendar that align CCSS to instruction.	October 2014-June 2015	Classroom teachers,	Joyce, ILT	<input type="checkbox"/>	
Use writing curriculum that helps students meet CCSS for grade level, including 1 st grade pilot of Lucy Calkins writing curriculum.	September 2014-June 2015	Classroom teachers; 1 st Grade Teacher	Joyce, ILT	<input type="checkbox"/>	
Increase student use of informational text, close reading, talk discussion moves, and increased academic vocabulary to prepare for CCSS expectations and SBA.	September 2014-June 2015	Classroom teachers	Joyce, ILT	<input type="checkbox"/>	

PART 5: ACTION PLANS

<i>Reading</i>					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Maintain quality reading program through use of HM materials, including leveled readers and RTI for 30 minutes per day with 5+ staff.	September 2014-June 2015	Joyce, ILT, Teachers	Joyce		
DIBELS assessment system will be used to assist in identifying students for RTI support as well as to monitor progress.	September 2014-June 2015	Coya/Joyce	Classroom teachers/LST/RTI Teams	<input type="checkbox"/>	
We will provide a second dose of reading instruction for grades K-3 in the afternoon or after school (strategic/intensive).	September 2014-June 2015	Coya/Joyce	ILT team	<input type="checkbox"/>	
Volunteers will read with students, including Books & Beyond incentives and academic mentoring.	September 2014-June 2015	Joyce/Teachers	ILT team	<input type="checkbox"/>	
5 th grade students - homework club w/ teacher/ Coast Guard volunteers. 4 th -6 th grade IEP students - homework club w- IEP teacher and Ameri-Corps.3 rd homework club-Ameri-Corps	September 2014-June 2015	Theresa Schmid, Hilkka H., Joyce	ILT team	<input type="checkbox"/>	
4 th /5 th grade HM core instruction to IEP/intensive students will be provided by resource room teacher 4 days/week.	September 2014-June 2015	Classroom teachers, resource room teacher	ILT team	<input type="checkbox"/>	
STAR/AR monitoring for comprehension – school wide subscription.	September 2014-June 2015	Principal, LST, Tech	RTI Teams, Grade Teams		

PART 5: ACTION PLANS

<i>Math</i>					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Facts assessments give to all students, per the district math facts calendar.	September 2014-June 2015	Joyce/Classroom teachers	ILT team	<input type="checkbox"/>	
Professional development surrounding alignment of CCSS and enVision, including those items that are major, support and additional clusters within the curriculum.	September 2014-June 2015	Joyce/Assessment Coordinator	Grade Teams, Assessment Coordinator, Principals	<input type="checkbox"/>	
4 th grade again using RTI staff and time to provide math remediation and enrichment opportunities. IEP support to occur at this time as well.	Sept. 2012-June 2013	4 th grade/RRI Teacher/LST	ILT team/Joyce	<input type="checkbox"/>	
Coast Guard volunteers used to work with students on math mastery in 1 st -3rd grade classrooms.	September 2014-June 2015	Joyce/Teachers	Joyce/Teachers	<input type="checkbox"/>	
Resource room teacher providing core math instruction at 5 th & 6 th grade level where highest need exists.	September 2014-June 2015	Joyce/RRI Teacher	ILT team/5 th grade	<input type="checkbox"/>	
School subscription to IXL math for both remediation and enrichment; staff training for all classroom teachers in IXL.	September 2014-June 2015	Joyce, Evan Murphy (building tech)	Joyce, Classroom Teachers	<input type="checkbox"/>	

PART 5: ACTION PLANS

<i>Science</i>					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff review grade level expectations for science focusing on how to improve areas of inquiry & application. Systems	September 2014-June 2015	Sandi/Science team	Joyce/Grade Teams & Vertical Teams	<input type="checkbox"/>	
Continue to challenge student thinking with inquiry based questions.	September 2014-June 2015	Teachers	Joyce/Teachers	<input type="checkbox"/>	
Application will continue to be a focus in science instruction, and teachers will continue to challenge student thinking with in-	September 2014-June 2015	5th grade, and 2/3 teachers	ILT team	<input type="checkbox"/>	
Science fair preparation time will include after-school support to help students who need adult guidance and/or materials	September 2014-June 2015	Science Team	ILT team	<input type="checkbox"/>	
Utilize 5 th grade homework club for missed and make-up science lessons, labs, and gaps in instruction.	September 2014-June 2015	5 th grade teachers, principal	ILT team/Joyce	<input type="checkbox"/>	
Collaboration time utilized to study performance level indicators for each level of proficiency via the OSPI models.	September 2014-June 2015	5 th grade teachers	5 th grade team		

PART 5: ACTION PLANS

<i>Writing</i>					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Students will use specific graphic organizers in 2 nd -6 th grade for narrative/expository/opinion (argumentative) prompts.	September 2014-June 2015	Joyce/LST/Grade Teams	ILT team	<input type="checkbox"/>	
Develop stronger understanding of CCSS writing requirements, including narrative, informative/explanatory/opinion at all grade levels (argumentative in grade 6).	September 2014-June 2015	Joyce/LST	ILT team/staff	<input type="checkbox"/>	
Utilize grade team meetings to analyze student writing continuum work.	September 2014-June 2015	1 st & 2 nd grade teachers	4 th grade/ILT team	<input type="checkbox"/>	
Develop understanding of how to incorporate writing in RTI groups, as needed per SBA requirements and interim assessments.	September 2014-June 2015	Joyce/LST/Classroom Teachers	ILT/Joyce/Staff	<input type="checkbox"/>	
Pilot Lucy Calkins writer's workshop CCSS aligned curriculum and share with staff student work and progress.	September 2014-June 2015	Christine Chang	ILT team/Joyce	<input type="checkbox"/>	

ACTION PLAN

GOAL 5 **Community** 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.

OBJECTIVE 5.1: Leverage community resources and expertise to further the education of all students.

GOAL	Based on three years of CEE data in the area of Parent & Community Involvement, and in collaboration with all Jefferson stakeholders (students, staff, parents, volunteers, community), Jefferson will increase this area of CEE data by a minimum of 3% as measured by 2015 CEE survey (current 3 year trend data: 76.0%).				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Faithfully apply for PAEF grants for students in need in areas of basic clothing, healthcare, and mental health services.	September, 2014 – June, 2015	Principal, Counselor	Principal, Site Team, Counselor	<input type="checkbox"/>	
Continue our relationship with First Presbyterian and Coast Guard volunteers to support and enrich our students.	September, 2014 – June, 2015	Volunteer Coordinator, Principal	Teachers, Principal, Lighthouse Volunteers	<input type="checkbox"/>	
Friday Food Bag program with the support of the community and the Food Bank.	September, 2014 – June, 2015	Principal, Volunteers	Principal, Site team, Volunteers	<input type="checkbox"/>	
Recruit & train volunteers to serve on school committees and help in the classrooms and support enrichment opportunities.	September, 2014 – June, 2015	Staff, PTO, Principal	Site Team, Principal, PTO	<input type="checkbox"/>	
Utilize community & business donations to support PTO fundraisers and events as well as Books & Beyond reading incentives and PBIS.	September, 2014 – June, 2015	Staff, Principal	Principal, PTO, PBIS	<input type="checkbox"/>	
Implement Tier One of PBIS, including parent and community awareness of school wide behavioral expectations.	September, 2014 – June, 2015	Counselor, Principal	Counselor, PBIS Team		

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: (Action plans 2.1, 2.2 and 5.1)

- STEM After School & Storytelling After School Club – 4th & 5th Grade
- Math Olympiad offered for 5th/6th grades
- Student Council, overseen by staff, counselor and principal
- Worm Bins & Compost for all interested classes, coordinated through parent volunteers
- Swimming lessons for 4th grade students in the spring via PTO & PAEF Grant
- 6th grade outdoor education offered at NatureBridge for 3 days/2 nights, September 24-26, 2014 with support from Jefferson PTO
- Young Writers Conference for 1st-6th grade students March 2014 at Peninsula College, sponsored by PTO
- 6th Grade/Kindergarten Lunch & Recess Buddies & 4th & 5th Grade/Kindergarten Reading/Writing Buddies
- Poetry Slam-6th grade
- Tears of Joy Puppet Theater – January, 2015
- 1st – 3rd grade Pen Pal program with Japan (140+ students involved)
- 4th Grade Battle of the Books through NOLS

Remediation Opportunities:

- RTI team assigned to K-6th grade levels for 30 minutes for small group, focused, double-dose of reading instruction (2.1, 2.2)
- 6th grade RTI math support for struggling math/IEP math students. Enrichment for on grade level students.(2.1, 2.2)
- School-wide universal screening using DIBELS in reading in the fall, winter, and spring; DRA to 1st 3x per year (2.1, 2.2)
- Small group instruction in RTI in three levels: 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core - using HM materials), and 3) intensive intervention for basic skill development (replacement curricula or supplemental depending on student need) (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)
- 3 After school programs for 2nd and 3rd grade students needing additional support (2.1, 2.2)
- Small math facts tutoring supported by Coast Guard volunteers (5.1, 2.1, 2.2)

PART 7: 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 were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-present except for one. 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 Child Study Team (ideas team) meets twice a month. Jefferson has a Readiness to Learn coordinator who helps pre-school, Kindergarten, first grade students and their families with transition planning and implementation two times per week.		
Coordination and Integration of Federal, State, and Local Services (10): Jefferson Elementary School utilizes the services of Peninsula Mental Health, Readiness to Learn, community volunteers, and the Parent Teacher Organization. This year 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 for the 2 nd year to support students in math and homework.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	Staff to support Level 1 and 2 student and Student Learning Plans.
Fed. Dept. of Ed	\$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.
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	Basic education funds used in combination with Title I/LAP to support academic interventions.
Other	\$0,000	Readiness to Learn; coordination assists students and families in grades K-1.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$0 (District Provided)	Book Study: <i>The Daily 5: Fostering Literacy independence in the Elementary Grades</i>	All interested primary teachers & support staff	<input type="checkbox"/>
\$1200	Guest teacher release time for assessment analysis	First and second grade teachers to administer DRA.	<input type="checkbox"/>
\$800	Guest teacher release time for teachers to observe teammate or teacher at another school	K-6 th grade teachers	<input type="checkbox"/>
\$500	Guest teacher release time for EDS course offerings	All interested staff members	<input type="checkbox"/>
\$800	PBIS Staff Training and Assistance with Implementation	All certificated staff & interested support staff	<input type="checkbox"/>
\$0	Tuesday Early Release: Grade Level Collaboration	All certificated & support staff (who’s hours allow)	<input type="checkbox"/>
\$500	RTI Monthly Team Meetings (Roving Substitute)	All grade/RTI Teams	
\$400	Books & journals on CCSS, SBA, or Instructional Practice	All interested staff members	
\$800	Professional Conference(s) Registration Fees	Interested staff members, as filtered through Site Team	

SUMMARY

Directions: Briefly summarize, in bulleted format, your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school. What are the foci for your school as seen by the teachers and students. What are the school's primary instructional focus, content focus, assessment focus, and community building focus.

Jefferson..... a community where all students, staff and families are successful, valued and connected by the joy of learning! In looking at three year trends Jefferson has outperformed the state in 7 of 10 categories, with upwards of 20% more students passing in some subjects than the state. The greatest area of strength remains reading, while math continues to be a primary content focus area. As we dive into the high-quality intellectual work of 2014-2015 (already well underway), we look closely at our implementation of Common Core State Standards (CCSS) and preparation for Smarter Balanced Assessments (SBA), while digging deeply into the instructional practices outlined through TPEP.

Content/Assessment Focus: Reading continues to be a strength, with RTI the foundation of both our remediation and enrichment opportunities for students (and certainly the root of our reading success). We maintain a quality reading program through use of HM materials, including leveled readers and RTI for 30 minutes per day with 5 staff. A 2nd dose RTI after school for 3rd grade students and across the board there is an increase in nonfiction text to better align with CCSS expectations (science and social studies utilized in this arena as well). Our Resource I student with reading goals get 30 minutes of specially designed instruction daily with either the Resource I teacher or paraeducator. With 93% of our 3rd grade students meeting standard on the 2014 MSP, it is clear that we need to continue to pour resources into those students new to Jefferson in upper grades. As they do not arrive with the skill set we see in students who have matriculated through our system. **Assessment:** STAR/AR is used school wide by classroom teachers to monitor comprehension, while DIBELS is used for on-going progress monitoring, overseen by our LST and reviewed by RTI teams. Grades 1 & 2 administer the DRA to all students while 3rd-6th use the ARI for all students who are not meeting standard. **Math** continues to be an area of both challenge and focus. Root causes of this stem from the misalignment of the common core aligned curriculum with the MSP assessment. Relief was expected this year, as MSP expectations no longer need to be merged with the curriculum; however, the ambiguity surrounding SBA expectations, as well as the reality that "common core aligned" curriculum may, or may not, meet those expectations continues to breed a level of uncertainty. With that said, teachers have worked closely with grade teams across the district to identify major, support, and additional clusters within each lesson of the math topics (units). 4th grade has again chosen to use their RTI time to focus on math remediation, with 5 staff able to group students and enrich/remediate as needed. In all grade levels the curriculum calendars are aligned and fact fluency is a critical component. And after school group has begun for 3rd grade students not quite meeting standard, while another 3rd grade enrichment group (including highly capable students) is led by a volunteer three times per week during the school day. A volunteer also leads an after school STEM enrichment club for 16 high achieving 4th and 5th grade math students. The data discrepancy between reading and math can undeniably be attributed to RTI and the use of small group support for students. How to integrate this throughout all grade levels for math remains a key focus to staffing needs and scheduling. **Assessment:** enVisions embedded assessments are being used as the district benchmarks, which teachers like and find informative as a means of both formative and summative assessment. All are anxiously awaiting released SBA interim assessments, but in the meantime are taking advantage of the performance tasks that are currently available within the digital library. **Writing** has become a focus this fall, as writing is now a critical component for the ELA assessments within SBA. Therefore, all 3rd-5th grade students will need to know informative/explanatory, narrative, and opinion writing (argumentative in 6th) by the spring assessment. Teachers have determined a need to supplement the current HM curriculum, so one 1st grade teacher is piloting the updated CCSS aligned Lucy Calkins writer's workshop. Other teachers are us-

PART 9: SUMMARY

ing resources from the SBA digital library, or creating their own prompts, to incorporate higher levels of writing. **Science** kits are now fully aligned to assessments, and collaboration time is utilized to study performance level indicators for each level of proficiency via the OSPI models. Applications will continue to be a focus in science instruction, with Jefferson scoring below the state in 2014 in this area for the first time in a four year period, with systems as a focus area as well (. Teachers will continue to challenge student thinking with inquiry based questions, field trips, and enrichment.

Instructional Focus: TPEP remains the driving force of instructional practice in this second year of its implementation. Staff are focused on both their student growth goals in criterion 3 (differentiation & knowing students) and 6 (assessment to drive instruction), as well as an instructional practice goal in criterion 1, 2, 4, 5 or 7. The rubric lends itself to the common vocabulary and common expectations across grades and subjects. Peer observations are again a high priority, with a roaming sub able to cover numerous staff to observe others and then reflect on their own practice. **CCSS** implementation inevitably underlies all that is done in the classroom this year. Grade teams have focused on standards, while individual classrooms are relying on “I can..” statements to develop a strong understanding of the academic vocabulary of each individual standard. These are posted on walls and students identify when they have mastered a portion of a given standard. As more is released from **SBA** surrounding interim assessments teachers, students and support staff will have a much stronger understanding of the necessary links between the curriculum and the assessment. In the meantime, there are released Performance Tasks via the SBA digital library that allow teachers to begin to prepare students for the various facets that will encompass one assessment task (ex: lesson, video, article, and then writing).

Community Building Focus: Tier One of **PBIS** has fully launched with videos teaching the expectations in common areas, daily Wolf Slip winners (with phone calls home to parents), weekly reward celebrations, and a school wide matrix of behavioral expectation. **Playworks** has been tremendously beneficial, cutting down the office referrals from playground incidents by over 50%. In a recent staff survey, 96.7% of staff believe (agree or strongly agree) that Jefferson has clearly defined expectations for appropriate behavior, and 100% of staff feel that students feel safe and comfortable in this school. Areas for continued growth as we move through this first year of implementation are sharing regular updates about behavior concerns across the school (data collection and sharing) and use of a hierarchy of consequences for inappropriate behavior.

Our **School Interventionist** (counselor) has had 83 sessions for counseling listed in their IEPs (RBD), with other individuals totaling 44 sessions in November, 74 in October, and 64 in September (as of 11/24/2014). There are currently 11 group sessions focusing on friendship and social skills, and 57 classroom sessions have taken place, with social skills as the foundation. 12 students are on behavior plans with check-in support, and she is the one who makes the four daily phone calls home to parents for those students who were drawn daily for being caught being “good”.

The **Port Angeles Education Foundation** continues to serve our students and meet their needs in critical ways. Already this year we have received 14 PAEF grants for clothing, eye glasses, and counseling services. Currently 79 students receive **Friday Food Bags** and we have 228 school **volunteers!**

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	Tricia Murphy	
IEIP Teacher	Margi Ahlgren	
Principal	Joyce Mininger	
Learning Support Teacher	Coya Erickson	
Teacher	Sue-Ellen Kraft	
Teacher	Rindy Hainstock	
Classified Staff	Theresa Rothweiler	
Teacher	Christine Chang	
Resource Room Teacher	Hilkka Hamalienen	
Teacher	Sue Lindley	
School Board President	Steve Baxter	<i>Board Approved Date:</i> _____

APPENDICES

Directions: Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

Jefferson Parent Involvement Plan/Procedures 2014-15

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 in **October 2014**
- 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 during October 2014.
- 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.

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- 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.

PART 11: APPENDICES

- 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.

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- 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 1st 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.

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- 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 2014-15school 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 1st Tuesday of October 2014.

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document: **Carrie Sanford and Tricia Murphy.**