

Tumwater School District

2017/18 School Improvement Plan

Tumwater Hill Elementary

District Strategic Plan

Goal One: Teaching and Learning - *Increase achievement for all students by using effective instructional strategies, monitoring results and engaging students in their own learning.*

Part One: Summarize Strengths and Challenges

Use data representing achievement, attendance, discipline, or information from the annual CEE survey or biannual healthy youth survey, to identify current strengths and challenges for your students. Be specific about patterns you notice among populations within your school, such as low-income or Hispanic students.

Strengths

Our school has spent a lot of time and energy focused on building our PBIS program. In that program we have building wide systems in place and a much stronger way of celebrating student success. With that our parent communication has increased and become more intentional. Our CEE data provides feedback from staff that we have an increased feeling that our principal supports school improvement. There are building level supports in place for students and staff. Thus, people feel much more comfortable with our CCSS. Our collaboration among colleagues has increased from previous years in relation to our instructional practices. Our building staff have also increased their skills at using data to set goals, make decisions, and drive their instruction. It is truly a building wide effort. Our support staff share in the ownership of student success and are very helpful to our classroom teachers. Our school has students from many diverse cultures. This has created an opportunity to learn about others in our classrooms.

Challenges

With so many different cultures in our school, we seek to find the best way to honor each of them school-wide and not just in the classroom setting. Our staff is relatively young in the idea of average years of experience. The CEE data shows that we need to grow together in our trust, empathy and compassion. As of 2016/17 our average years of experience is 9.2 which

is low compared to our district average. This is a sign that we need time to grow together in our beliefs and practices such as our student first response protocol. Such as talk the talk, walk the walk. We need time for more team building and staff celebration. Our teachers need the opportunity to learn from each other. There is an abundance of knowledge on our staff, we need a system to acknowledge it. Our focus on student learning needs to stretch across all groups with high expectations for all. Improvement in our two-way communication will help us improve student learning. This includes how we communicate with our families about budget in our school. Whole group assembly behavior needs some focus in our PBIS system still. Finally, our building has not started our remodel yet. This means that our campus is still really open. This physical challenge means that we have work to do on the system side of how we operate to keep our campus safe.

Part Two: Identify goals for safety and communication

Develop a goal to increase communication among staff, families, or the community. Then, identify how you will improve safety at your school this year.

Communication

- Expand and strengthen the District's use of social media and other communication tools to inform and engage families and community throughout the year. (Average 1 post a week.)
- Identify and implement at least one new way to involve our families.

Safety

- Engage with community first-responders and local leaders to refine and improve the District's comprehensive safe schools plan. (SRO presentation to PTA and staff.)
- Practice "Plan B" drills.

Part Three: Identify goals to address gaps

Develop two - three SMART goals to address one or more of the challenges you have identified. SMART goals should be specific, measureable, actionable, realistic, and time bound.

Part Four: Develop Action Plans

For each of the goals you identify for part three, describe the strategies you will use. These strategies should connect to the gaps you have identified, rather than repeat what you already have in place at your school site.

Describe who will be *responsible* for completing the plan, when the strategy or action steps will begin and end (*timeline*), the necessary existing and new *resources* to complete the plan, the measurable change you expect to see (*expected impact*), and data you will collect to *monitor progress*.

Align academic interventions with assessment data identifying specific learning needs and struggling populations.

As measured by DIBELS, SBA and iReady data THE students will show marked improvements in academic achievement in the areas of Reading, Math and Science over the course of the 2017/18 school year in at least 75% of the assessed areas.

Action Steps:

- **ELA:**
 - A focus on Comprehension skills with emphasis on verbal / written responses, vocabulary development, & synthesize information read.
 - Vocabulary development looks like 1000 words per year with word walls and understanding through context clues.
 - Reading for pleasure with adult check-in with an emphasis on building stamina.
 - Instruction focused on what are “good readers”
 - Cross-curricular instruction incorporating authentic nonfiction reading experiences through subjects such as social studies and science as example.
 - Providing scaffolding with graphic organizers and story starters.
- **Math:**
 - Ready Math Implementation
 - Build computational fluency with progress monitoring in Dibels, Rocket Math & Extra-math.org
 - Number talks - discourse.
 - Cross-curricular application support in STEAM instruction.
- **Staff:**
 - Teaching and modeling a growth mindset.
 - Professional Development in all areas incorporating the experts on staff. Examples when teachers bring back what they have learned at trainings and share their knowledge such as ELF.
Provide opportunities to observe other’s instructional strengths they wish to share through Pineapple Chart

Responsibility

K-5 Teachers, IF, Title & LAP Teacher, building administrator and Para-educators

Timeline

Fall 2017 - Spring 2018

Resources needed

IF, Curriculum resources including CCSS and supplements, PD time dedicated to differentiated instruction and PLC time during ACT days focused on fluidity of cross grade level walk to groups.

Expected impact

Improvement in assessment and observational data. Improvement in professional conversations throughout the building.

Progress monitoring

PLC Communication forms will show the work PLC's are doing to meet the Action Steps. Our scores will show growth in meeting in needs of our struggling populations.

PBIS:

Decrease our office discipline referrals with opportunities to reteach behavior like academic areas while also continuing to collect accurate data. $830 - 166 = 664$ This is 20% from 2016/17 to the 2017/18.

Action Steps:

- Continued whole school practices of accurate data collection.
- Transition from an outdoor reteach station at recess to an indoor space called Opportunities.
 - Opportunities is our way to lead to the practices at TMS.
 - This is to address the philosophy of re-teaching academic and behavior as opposed to focus on punishments.
- Introduction of a formal positive office referrals.
- Explore and implement rewards for the lunchroom.

Responsibility

K-5 Teachers, IF, Title & LAP Teacher, building administrator, counselor, office staff and Para-educators

Timeline

Fall 2017 - Spring 2018

Resources needed

A small budget for positive office referral forms. Adjust schedules to allow for a para-educator to staff the reteach station Opportunities as well as materials to support the lessons. Budget for Hawkshop prizes for rewards for positive office referrals and continued Hawkeyes.

Expected impact

With a reduction in office referrals means that students are in class more with the opportunity to learn. This will also support the academic impact as well.