

**Tumwater School District**  
(2016-17) School Improvement Plan  
(Tumwater HS)

**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

**Instruction:**

- Teachers using new technology to improve work with students
- Teachers embracing use of research based instructional strategies: protocols, IRIS, questioning levels, entry/exit tasks)
- Frequent formative and summative assessments used to drive instruction
- Department collaboration
- Use of technology (Chromebooks) in classrooms
- Focus on increasing rigorous and relevant classroom instruction

**Intervention:**

- SST meeting weekly
- Core
- Graduation Coach
- ASAP
- Data collection used to determine action plans
- Attendance
- School on Saturday (Academic)
- Developing testing center for re-testing and make-ups

**Culture and Climate:**

- Strong Renaissance and Leadership programs
- Student involvement
- Community support including TPO
- Teachers willingness to embrace PLC work

- College and Career readiness focus

### Challenges

#### **Instruction:**

- Increasing and maintaining rigor in non-honors/AP classes
- Does every minute matter? Classes let out early, students in hall, lined up at doors before bell rings. Increase focus/strategies for bell to bell teaching.
- Inappropriate use of electronic devices by student is decreasing instructional time.
- Lack of staff training on how to use Skyward features and access meaningful data.
- Lack of collaboration time for co-teachers and teachers who share students.
- Language barriers for ESL students/struggling to be successful in the classroom without appropriate language skills & daily intervention

#### **Intervention:**

- Percentage of male vs female on discipline list
- Consistent use of Core by students and teachers - Need to define expectations of what Core is and is not.
- Inconsistent use of and application of interventions for students.
- Collection of consistent and reliable attendance data. Produces invalid data when attendance not consistently taken by ALL staff members.

#### **Culture and Climate:**

- Equity among students
- Promoting idea/vision of global citizenship among students
- Students become increasingly reluctant to fill out free and reduced paperwork - thus skewing the numbers
- Lack of a homework culture, emphasis on in class work. Decreasing number of students are completing work at home.
- Lack of student urgency around attendance - absences, tardies, truancy, leaving campus.

### **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	Safety
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- Increase two-way parent communication
- Utilize automated Skyward notifications
- SST Teacher Referral Form

Two-Way Parent Communication

- Increase teacher participation in Connect-a-thon through organization of two events
- Utilize tools (letter, email, phone call) to contact parents regarding attendance prior to Becca warning letters

Skyward Notifications

- Examine teacher practices surrounding gradebook procedures (use of zero, asterisk, missing)
- Monitor gradebook updates and student movement in/out of Core
- Send weekly grade and attendance notifications to parents via Skyward

SST Teacher Referral

- Create SST referral form for staff use
- Develop intervention plans for students referred to SST
- Provide feedback to referring teacher and team on interventions and student progress
- Collect and evaluate intervention data to determine intervention effectiveness

- During the 2016-17 school year we will continue to revise the safety plan to ensure that we are using accurate information and current best practice
- Visitor management
- District level safety team

Safety Plan

- Examine efficiency and effectiveness current phase evacuation system and update all personnel in 16-17 safety plan
- Analyze evacuation and lockdown procedures and consult with local law enforcement, school level, and district level personnel
- Determine if current emergency disaster procedures are relevant to current emergency plan
- Implement Run, Hide, Fight concepts and Training
- Examine School safety team and how to acquire feedback on school safety procedures
- Attend Safe Schools Meeting and district safety meeting

Visitor Management System (VMS)

- Research Visitor management systems from both NASRO conference and local networking to determine systemic and fiscal feasibility of implementation
- Analyze physical plant to see if changes need to be made or planned for in the future for VMS
- Develop opportunity for community consultation and feedback prior to implementation of VMS

District Level Safety Team

- Develop and consider ideas related to overall district safety
- Determine commitment and support level from district to implement safety ideas (door locks, blinds, etc.)

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**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 timebound.

**SEL Goal:** Decrease attendance referrals for tardies, truancy, HIB and off-campus violations by 10% through the use of targeted Tier 1 and Tier 2 interventions.

**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*.

Goal: Social Emotional learning					
Action Steps:					
<ul style="list-style-type: none"> <li><input type="checkbox"/> PBIS</li> <li><input type="checkbox"/> 9th/10th SEL groups</li> <li><input type="checkbox"/> SST to MTSS-- data driven</li> <li><input type="checkbox"/> Level 2 behavior interventions</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Responsibility</td> </tr> <tr> <td style="padding: 5px;">Whole staff. SST and Admin team responsible for specific tasks.</td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Timeline</td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>-PBIS team formed early Spring 2016</li> <li>-Apply for SEL grant Spring 2016</li> <li>-Implement SST teacher referral form Fall 2016</li> <li>- Identification of Tier 2 interventions applicable to THS issues Fall 2016</li> <li>-Determine Tier 2 interventions to address specific student behaviors Ongoing</li> <li>-Monitor attendance and discipline data to apply interventions Ongoing</li> </ul> </td> </tr> </table>	Responsibility	Whole staff. SST and Admin team responsible for specific tasks.	Timeline	<ul style="list-style-type: none"> <li>-PBIS team formed early Spring 2016</li> <li>-Apply for SEL grant Spring 2016</li> <li>-Implement SST teacher referral form Fall 2016</li> <li>- Identification of Tier 2 interventions applicable to THS issues Fall 2016</li> <li>-Determine Tier 2 interventions to address specific student behaviors Ongoing</li> <li>-Monitor attendance and discipline data to apply interventions Ongoing</li> </ul>
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	-Form 9th/10th SEL groups October 2016 -Investigate tools to measure social/emotional learning Ongoing
	Resources needed
	-Why Try? Lessons -Small group discussions
	Expected impact
	-Reduction in number of discipline referrals as PBIS and Tier 2 interventions are increasingly implemented -Increase of classroom Instructional minutes -Increased attendance: less tardies, fewer absences, less student requests to go to nurse, counselor, ISS, etc - focus on self-management and self-regulation component of the CASEL framework
	Progress monitoring
	-Weekly attendance data -Intervention tracking data -SST referral sheets -Discipline data
(Data Monitoring entered here)	

Goal: 9th grade academic performance	
Action Steps:	
<input type="checkbox"/> FRL <input type="checkbox"/> ELL <input type="checkbox"/> 9th Fast Team-- meets every 6 weeks to talk about students of concern and	<div style="border: 1px solid black; padding: 5px;">Responsibility</div>

make action plans. 9th student data is shared at these meetings

Improve overall academic performance of 9th graders through implementation of consistent policies and procedures across 9th grade team

Timeline

June 2016 - 9th grade FAST Team initial meeting to do brainstorm and do needs assessment for August planning and implementation

August 2016 - 9th Grade FAST team meets to solidify Freshman Expectations:  
Classroom Behaviors,  
Technology Management  
Organization/Work Completion  
Time Management  
Proper Communication

October 2016  
Review and assess success of current Frosh Expectations  
Share successes and setbacks  
Determine additional supports or training

Resources needed

Expected impact

Improved 9th grade academic success  
Decreased 9th grade failure rate

Progress monitoring

(Data Monitoring entered here)

Goal: Improved use of ACT time to look at student data to inform instructional decisions

Action Steps:

- PLC PD plan
- Meet Monthly with PLC leaders to support training and improvement of PLC teams
- Work on on loose/tight balance for PLC work including the use of student data.
- Weekly reminder and communication to PLC teams about Friday Act time work

Responsibility

Jeff and the PLC leaders

Timeline

Monthly

Resources needed

Support from Roz in T and L

Expected impact

Increased effectiveness of our PLC teams in the use of data and conversations that impact teaching practice.

Progress monitoring

Monthly

(Data Monitoring entered here)

