

Tumwater School District
2016-2017 School Improvement Plan
Michael T. Simmons 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

Michael T. Simmons is a large school with a diverse group of teachers. We have grade level teams with varied teaching experience (from teachers in their first year to veteran teachers with 25+ years of experience, and everything in between). We have 80 certificated and classified staff here each day, and nearly 640 students. The benefits of a large staff are the level of life experience and expertise in a variety of areas. If parents, students, teachers, or paraprofessionals are in need of professional development, training, advocacy, advice, mentorship, and/or resources, our staff can (and **DOES**) offer assistance. Our specialists and the extra-curricular activities they provide, offer our students an opportunity for enrichment that far exceeds most programs in our area.

As our student population grows, so does our diversity. We are seeing more ELL families (Mandarin, Spanish, Hindi, Bengali, Filipino) and our free/reduced numbers continue to grow. When the student population is culturally, socio-economically & linguistically diverse, it gives us an opportunity to create a welcoming environment for a large spectrum of learners. MTS staff are embracing this opportunity, and have asked a consultant to work with us throughout the year.

Our large population can offer challenges, but Michael T.'s legacy (many of our students have parents and grandparents who attended our school), location, and committed staff creates a strong sense of community here. The sense of community starts in our classrooms and is carried over to the entire school through PBIS. Each member of our staff follows PBIS, and we are seeing the benefits. This buy-in from staff and students is what makes PBIS so effective.

Academically, our grade level teams collaborate regularly during ACT Fridays and their common planning time. The grade level PLC's work closely to share ideas and resources, create short-cycle goals that will drive instruction, delegate tasks, analyze student work, support each other with Tpep, offer mentorship, and develop a close working relationship that greatly benefits our students. Our Special Education teachers, including our two multi-age classroom teachers, meet the needs of diverse learners through careful planning of individual student needs, and working closely with the gen ed teachers to meet those needs.

Challenges

With a large, diverse population, teachers are faced with the challenge to meet the needs of a diverse group of learners. We struggle with how to best help students who don't speak English, have never been in school before or come from a chaotic/abusive home? Staff wants ALL families at MTS to feel welcomed. We aren't sure of the best way to do that. There are many demands put on teachers now. Most are overwhelmed with TPEP, CCSS, SBA, schedule, etc. This is certainly not a challenge unique to MTS, but it is exacerbated by our large size and changing population.

We have new teachers this year. How do we best support them? The size of our staff creates some barriers to effective communication. How do we get to know each other, build trust, mutual respect? Our Paraprofessionals are challenged by their back to back schedule. When can they communicate about student progress or have time to ask teachers about a student?

Response to Challenges:

To overcome some of these things, we have established committees within our Site Team. The Sunshine Committee is committed to boosting morale, helping teachers going through difficult personal times, celebrating milestones, etc. We hope that this will create a stronger sense of family within our staff. The PBIS committee was established to communicate expectations more clearly, create school-wide procedures, and discuss challenges that may arise. We are hoping this proactive approach will further enhance PBIS, target some of the small issues before they become large, and improve communication with staff and students. These committees will report through the Site Team.

In addition, we have created SIP goals around communication, safety, climate and culture. Our Site Team has been working diligently on the specifics of these goals, as well as the action plans. In previous years, the goals were established by only a few and became something to check-off. This year, we have been very intentional about the writing of the goals. It is the hope of the Site Team that they will be discussed, modified as needed, and at the forefront of our decision-making as we proceed through the year.

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
<ul style="list-style-type: none"> <input type="checkbox"/> Improve communication among staff that extends to parents and the community <input type="checkbox"/> Increase attempts to communicate with families and the community through personal phone calls, emails and newsletters. <input type="checkbox"/> Invite families into our school and provide them ways of connecting to 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to improve safety on campus and in our school <input type="checkbox"/> Increase awareness of visitor/volunteer policies. <input type="checkbox"/> Addition of volunteer/visitor system to track who is in the building at all times. <input type="checkbox"/> Utilize camera system to increase safety efforts <input type="checkbox"/> Fencing to improve student supervision

<p>our community services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize our email and phone calling system to remind families of important information about upcoming events or information 	<ul style="list-style-type: none"> <input type="checkbox"/> All staff wear badges at all times
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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.

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*.

<p>Goal; Decrease chronic attendance from 20% of our student population to 15% through communication, identification and awareness.</p>					
<p>Action Steps:</p>					
<ul style="list-style-type: none"> <input type="checkbox"/> Monthly review of watch list where students who are absent are identified <input type="checkbox"/> Increase staff awareness of policy and procedures <input type="checkbox"/> Consistent and proactive communication with families regarding attendance procedures <input type="checkbox"/> Develop excused absence form for planned absences <input type="checkbox"/> Regular scheduling of meetings to discuss absence concerns <input type="checkbox"/> Plan for processing forms, letters an implementation of BECCA <input type="checkbox"/> Utilize data from Skyward to monitor possible concerns 	<table border="1"> <tr> <td data-bbox="829 1251 1404 1318"> <p>Responsibility</p> </td> </tr> <tr> <td data-bbox="829 1318 1404 1455"> <ul style="list-style-type: none"> <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Secretary <input type="checkbox"/> Staff </td> </tr> <tr> <td data-bbox="829 1455 1404 1522"> <p>Timeline</p> </td> </tr> <tr> <td data-bbox="829 1522 1404 1879"> <ul style="list-style-type: none"> <input type="checkbox"/> August: Letters regarding policy, laws and procedures to all families at MTS <input type="checkbox"/> September: Staff training to inform and communicate responsibilities regarding attendance <input type="checkbox"/> Monthly: Monitoring of student absences to create list of student concerns </td> </tr> </table>	<p>Responsibility</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Secretary <input type="checkbox"/> Staff 	<p>Timeline</p>	<ul style="list-style-type: none"> <input type="checkbox"/> August: Letters regarding policy, laws and procedures to all families at MTS <input type="checkbox"/> September: Staff training to inform and communicate responsibilities regarding attendance <input type="checkbox"/> Monthly: Monitoring of student absences to create list of student concerns
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	<input type="checkbox"/> Monthly: Update trifold board with student names so we can utilize positive encouragement to keep students coming to school <input type="checkbox"/> Monthly; Letters and/or meetings with parents of students of concern
	Resources needed
	<input type="checkbox"/> Skyward <input type="checkbox"/> Trifold board <input type="checkbox"/> Becca Forms <input type="checkbox"/> Time <input type="checkbox"/> District Office Support
	Expected impact
	<p>Parents will be aware of attendance policies and procedures. Staff will know how to support families with attendance issues. We will have supports in place to encourage students to attend school. Tracking on a consistent basis will allow us to be proactive in our approach.</p>
Progress monitoring	
	<p>This will be done on a daily basis with phone calls. Monthly updating the attendance board with show whether or not we have had success in dropping some off our list. Letters going home will provide families with ongoing communication. Scheduling of meetings with families will stress the importance of attendance.</p>

Goal: In grades 3-6, we will increase growth in math performance of low income students by one year through use of research-based strategies as measured by SBA data

Action Steps:

- Students will take assessments and rank order will be determined utilizing the Dibels, SBA and Benchmark assessments
- In November, students will take IReady diagnostic assessment to determine placement in intervention/support groups
- Intentional lessons will be developed to fill gaps of learning for each individual student. Title services will be offered to those students who qualify under rank order
- iReady professional development will be provided to all staff in grades 3-6
- Monthly, teachers will receive professional development to increase strategies that target at risk students
- Increase awareness of strategies that work for all students, especially those at risk
- Implementation of strategies that work for at risk student
- Ongoing professional development that supports teaching and learning in the classroom through modeling, coaching and supporting
- Parent nights, including Title Night, will be offered throughout the year. The focus will be engaging families in the supporting children in mathematics.

Responsibility

- Administrators
- Instructional Facilitator
- Teachers

Timeline

- 2016-17 School Year
- September: Testing/Placement ; Determine rank order for Title Math
- Begin PD with Ann Grande monthly
- November: iReady diagnostic given to all kids 3-6; Family Engagement Night 9/29; Title Nights for family engagement
- January: Determine rank order for Title Math
- May: SBA assessment

Resources needed

- Ann Grande-Professional Dev.
- iReady Diagnostic Assessment tool
- Instructional Facilitator Coaching model
- Staff utilizing strategies modeled and practiced through PD opportunities/coaching.

Expected impact

Teachers will have more strategies to use with students to keep them engaged and working in the classroom.
 iReady is an online tool that will determine interventions for students based on their individual needs.
 Ann Grande will not only present to staff on ACT days about strategies, but she will also provide staff with videos, modeling and coaching to help support at-risk

learners in the classroom.

Progress monitoring

iReady has a progress monitoring tool that will show student progress toward the aim line.

Administrators will be observing classrooms and seeing strategies used to support students at-risk.

Coach/Instructional Facilitator will be modeling, coaching and supporting teachers in the classroom.