

## School Improvement Plan

# Manitou Park Elementary School

### **Mission Statement:**

Manitou Park Elementary School provides a challenging and nurturing learning environment that emphasizes literacy and the partnership between family, school and community.

### **Shared Vision/Guiding Principles:**

We will create a school climate where all students read at or above grade level by the end of third grade with no regressions through the implementation of research based best practices.

The Manitou Park neighborhood has a rich history dating back to the early 1900s when a streetcar line took passengers from Tacoma to Puget Sound. The neighborhood of Manitou is now based around our beautiful community park, and the school was built on the current site in 1994. The building is used by numerous groups to meet the community's needs. The YMCA provides before and after school daycare on site. Various Metro Parks teams use the gymnasium throughout the year for team practices and events. Community groups and service organizations use the building space to conduct meetings. The Manitou Park neighborhood is truly a wonderful area in which to raise a family. Manitou Park Elementary School is home of the Manitou Park Elementary Bulldogs. Manitou Park Elementary also receives funds through Title 1, a federal program, to provide additional reading and math assistance to students. All Manitou Park kindergarten classes are full day. Manitou Park Elementary maintains high standards of instruction by hiring only highly qualified teachers in accordance with district Human Resources procedures and with the support of building level hiring teams. Students completing fifth grade and living in our attendance area usually attend Gray Middle School. Manitou Park Elementary is located at 4330 S. 66th St., Tacoma, WA 98409. We invite parent and community comments and input for our plan. Mrs. Mary Wilson, Manitou Park Elementary's principal, can be reached at (253) 571-5370.

Manitou Park Elementary School is located in the southern part of Tacoma, one of the fastest growing parts of town. Our current school was built in 1994, and has 27 classrooms, one computer lab, library, gym and multi-purpose/lunchroom, as well as special rooms for conferences, and music classes. Our entire attendance area is zoned residential. The Manitou neighborhood is a mixture of families who have owned their homes for years and families who are in transition for either military or financial reasons. Manitou Park Elementary is surrounded by Mt. Tahoma High School to the south and Gray Middle School to the east. The close proximity of these secondary schools has added an additional challenge to our programs due to increased security issues. Our local community shows support and pride for Manitou Park Elementary through partnerships (i.e. YCARE before and after school daycare, World Vision tutoring and mentoring program, Safe Streets Community Summit, Steph's Stuffed Pizza, Kiwanis Club, Kids in Need, Henry T. Schatz Boys & Girls Club, Office Depot, Starbucks Coffee).

## PROGRESS TOWARD PREVIOUS YEAR'S GOALS

### 2011-12

Our students' progress in the area of Reading, as measured by the Measurement of Student Progress (MSP), demonstrated overall that our students are continuing to make efforts toward meeting Adequate Yearly Progress in this area. Students in grade three performed with 63% of students meeting standard in Reading. We did not achieve the expected results as measured by our fourth and fifth grade students as measured on the 2011 MSP. We are not satisfied with our current indicators of growth on the MSP and

are therefore intentionally focusing our efforts to significantly improve our students' achievements in this area. We look to higher achievement as measured by the 2012 MSP.

Currently Manitou Park classrooms strengthen core reading programs with walk-to-read instructional level groupings 90 minutes daily in kindergarten through 3<sup>rd</sup> grade. The core reading program includes ReadWell, Reading Street, and Reading Mastery (the district adopted reading program). Kindergarten and first grade classrooms teach Read Well, second through fifth grade teachers teach Reading Street. Teachers give frequent timed practice in fluency to monitor and coach student progress. Frequent monitoring allows for fluid group movement when appropriate, which better helps to meet the needs of all students. Grades 4 & 5 are currently using the Instruction By Design (IBD) format for the 90 minute block within their homerooms.

In the area of Mathematics, we see a significant improvement needed; although our third grade has made progress in Math by scoring 60.5%. Our 4<sup>th</sup> & 5<sup>th</sup> grade student's performance as measured by the 2011 MSP did not meet our established targets. Although we did experience an increase of 1.8% in 4<sup>th</sup> grade and 6.5% in 5<sup>th</sup> grade, a significant emphasis on mathematics, along with many layers of support across our school district and within our school in order to effectively address the concerns in this area is needed if we are to see a significant increase in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the 2012 MSP.

Manitou Park has focused on a concerted building effort to increase student performance resulting in a 21.2% improvement on 5<sup>th</sup> grade 2011 MSP test scores in the area of science. A culmination of building efforts was our first annual building-wide science fair.

## OVERVIEW OF SCHOOL IMPROVEMENT 2011-12

### **Continuous Improvement Process and Stakeholder Participation**

Manitou Park has created a School Improvement Plan (SIP) using the continuous quality improvement process. The SIP Plan outlines specific goals and strategies to improve student achievement in reading and math, increase student attendance and improve student behavior. The staff constantly analyze data and review the plan to make sure the identified strategies are achieving the desired results. Instructional Math Coach assists and coaches teachers in using the identified research-based practices in the daily instruction.

Manitou Park Elementary is a school with several strengths such as a strong effective leadership team whose focus is on research-based best practices and increasing student achievement as well as supporting the development of strong instructional leaders. The team is made up of an Instructional Coach, the Title 1 Coordinator, a Principal, an Assistant Principal and Office Coordinator. Manitou Park staff and students have adopted the CHAMPs program, a positive and proactive approach to building and classroom management in conjunction with Compassionate School principles.

Manitou Park Elementary is one of the largest elementary school in the Tacoma School District and classrooms are filled to capacity. A large student body and staff lead to numerous challenges (i.e. availability of administrators, management of time and materials, safe and timely transitions, evaluations of staff, availability of additional services, and instructional space.) The high mobility rate at Manitou Park Elementary is always a concern. Other concerns include the lack of English Language Learners (ELL) services to meet the needs of a diverse population, outside environmental factors causing safety

and security issues, premature projections that do not accurately reflect student enrollment which leads to insufficient staffing and student materials at the beginning of the year, and building costs incurred by the need to pay for services such as interpreters.

The school-wide program is monitored periodically throughout the year. Data in reading and math is collected three times a year. The data is analyzed and adjustments are made as needed. At this time, the school-wide plan is evaluated and revised based on the data and community input.

## **Review of Data to Establish Improvement**

### **Achievement**

Spring Data (expressed as a percentage of students meeting standard)

<b>Grade 3</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	65.6	63.0	56.7	61.6	72.4	63
<b>Mathematics</b>	46.2	69.6	60.8	55.6	64.3	60.5

<b>Grade 4</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	76.1	62.2	59.8	64.9	60.0	52.3
<b>Mathematics</b>	39.8	34.1	59.8	18.1	36.8	38.6
<b>Writing</b>	50.5	51.2	50.0	58.5	52.6	50

<b>Grade 5</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	76.2	64.8	65.5	66.3	58.3	46.7
<b>Mathematics</b>	33.7	51.1	41.4	48.3	37.5	44
<b>Science</b>	20.2	13.6	12.6	29.2	13.5	34.7

The school-wide data from the 2011 MSP indicates marginal strength in Reading performance. This data matches the progress as measured in our primary classrooms using district and classroom-based assessments. Our students' performance on the Reading portion of the 2011 MSP indicates that our students made adequate yearly progress in grades 3-5. Our work in this area continues to be teachers coming together to review student work and reviewing ongoing formative assessments to make instructional decisions that support student learning in the classrooms and layers of intervention that are provided through our Title I reading program for children identified based on these assessments. (See action plan for specific intervention strategies.)

In the area of Mathematics, our students' performance at all grade levels did not meet the state standard. Our instructional focus in this area will be the continued implementation of our adopted math program as we work to increase the level of academic success in mathematics. The District has provided support for this work with the infusion of math coaches, ongoing professional development for all staff. This support, combined with our school's grade level collaboration sessions and the development of intervention and enrichment plans, will increase our students' achievement. (See action plan for specific intervention strategies.)

**Attendance**

(Average daily attendance K-5)

<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-2011</b>
93.7%	93.7%	94.4%	95.9%

The impact of attendance upon student learning is an issue always on the mind of Manitou Park Elementary School staff. The attendance staff has developed proactive and innovative ways to encourage and recognize positive efforts to improve attendance in school.

Perfect attendance is recognized by a series of steps:

- Each month a letter is sent home to the families of students who have been in attendance every day that month and have not been tardy or left early in that period of time. The letter is addressed to the parents/guardians to thank them for their efforts in making attendance an important part of their child's school experience.
- Each child who wins the "perfect attendance" recognition for that month, will receive a "Perfect Attendance" book mark.
- Pictures of all "Perfect Attendance" students will be taken each month and posted on the Attendance Bulletin Board for that entire month.

**Planning for Transitions** (between grade levels and grades)

Research tells us that students who struggle with school are most likely to "fall through the cracks" when transitioning from one grade span to the next. Manitou Park will have a school wide atmosphere that supports transition from, kindergarten to first grade, grade to grade, and 5th grade to Middle school. Transition activities include: Kindergarten parent meetings to discuss transitions; Classroom Visits for Students and Parents during kindergarten orientation, and; Curriculum and expectation discussions at parent meetings. Fifth grade students are introduced and given support for their transition to middle school. Transitions include: Fifth grade visit to middle school; Parent Meetings; Band and Choir Programs initiated at the elementary level from the middle school; Transitional Summer School program to provide extra support.

**Characteristics of High Performing Schools**

It is difficult to isolate just a few of the characteristics of high performing schools as they are so interrelated and foundational to the work. We know that we really need to move in each of the nine areas of school improvement as outlined by the state, however there are three that emerge as needing particularly attention in this year's work.

- **Instruction:** Manitou Park will address the area of a school-wide instructional framework through our team meetings and Site Centered Decision Making (SCDM). Through our shared meetings we will develop a common language around instruction and agreement around student achievement goals. Instruction currently is aligned with state standards but as a school Manitou Park needs to develop a common school-wide instructional framework that is shared and practiced throughout our school. As a result of our meetings, as written document will be created outlining our goals and instructional framework.
- **Rigorous Teaching and Learning:** Although the Manitou Park staff is committed to rigorous standards for teaching and learning, the classroom observations suggest there are areas of needed improvement. In addition to the review of data at our progress monitoring meetings, staff will include the review of essential components of knowledge, thinking and application (identified in the STAR Classroom Protocol) in the areas of math and reading. In the area of knowledge,

teachers will be encouraged to use less recall level of knowledge and use more conceptual understanding strategies. Also to increase more analysis of subject matter, teachers will be encouraged to use more open-ended questions that probe the students' thinking beyond the correct answer. In addition, to extend student learning, teachers will develop strategies to assist in making connections with and beyond the classroom. Team, staff, and professional development meetings will devote time to developing these strategies.

### **Professional Development Opportunities**

Manitou Park Elementary's school-wide professional development activities are focused on helping students meet state standards in math, reading, writing, and technology. Our professional development on standards-based classroom instruction is an example of our work to align curriculum, instruction and assessment with the State Essential Learnings. Each year, our Grade Level Teams survey the staff (including para educators) for needs and interests. This data, coupled with our student data, serves as the foundation for planning building trainings. Administration and teachers work with para educators to focus on successful student performance on the State Essential Learnings.

Administration, the Instructional Coach, and Title 1 Coordinator provide on-going and embedded support and follow-up to professional development. Manitou Park has agreed to participate in Teaching Black Male Learners, a pilot program that focuses on closing the achievement gap. Teachers will receive five days of professional development to learn strategies to implement in their classrooms. Manitou Park uses the current district-adopted reading program. In addition, Manitou Park 4<sup>th</sup> & 5<sup>th</sup> grade staff are using the Instruction By Design (IBD) format. They are receiving professional development in this format and are currently applying the strategies in the classrooms. Manitou Park Elementary staff members meet monthly to learn more, monitor implementation and plan Tier II and III interventions. In math Manitou Park staff receive continual professional development on the new math curriculum and align math materials with state math standards and analyze assessment data for math interventions. The staff will attend Professional Learning Community (PLC) training sessions every six weeks. Technology will be integrated into all trainings so that staff members become proficient with any new technology. The administration, through informal and formal observations, ensures implementation in the classroom. The Instructional Coach provides coaching, modeling and feedback on the use of skills and strategies.

The main themes that emerged from our comprehensive needs assessment are the improvement student achievement in the areas of reading, math, writing, science, and technology; family/community involvement and school climate; and attendance. Based on the needs of our students and community, goals in these areas were developed, aligned with state standards and address state AYP targets. Our goals set high standards and expectations and reflect a clear, consistent and shared focus. Research-based materials and instructional strategies are implemented for all students through our reading and math strategies and activities

### **Highly Qualified Teachers**

All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirements. Human Resources Department sends each school a list of the teachers with their teaching qualifications. Manitou Park Elementary's principal signs an attestation form to confirm all staff are highly qualified. In the event that a staff member does not meet the highly qualified requirements, a NCLB HOUSS Plan of Assistance is developed for the teacher. To support teachers working to achieve highly qualified status, along with all staff striving to provide excellent instruction, our school's professional development/training focuses on best practices in reading, math, writing and technology.

Provisions for staff training in Tacoma include opportunities, incentives and compensation. Tacoma Public Schools has an extensive professional development calendar with a list of trainings held at the Professional Development Center. These trainings are designed to develop skills in working with all students to increase students' achievement. The district provides a broad spectrum of classes on

assessment, standards-based instruction and best practices in the content areas in order to achieve goals of increased student learning. Staff receives extra pay to attend these classes and clock hours/university credits are frequently offered. The district also supports and encourages school-based training that support the school's SIP goals with building-based and district optional day pay for certificated staff. Provisions for para educator training in Tacoma include opportunities, incentives and compensation. The district provides a broad spectrum of classes to all para educators on assessment, standards-based instruction, best practices in the content areas, and a wide variety of other workshops designed to improve instructional skills in order to achieve the district goals of increased student learning. Para educators receive extra pay to attend these classes and university credits are frequently offered. Manitou Park also supports para educators and encourages school-based training that support the school's SIP goals with workshop pay funded by Title 1.

Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire, and applicant searches. We seek to attract and keep highly-qualified staff at our school by providing opportunities for quality staff development and professional growth. Through the Professional Learning Community, staff can provide input. Our goal is to provide a learning environment which supports staff. For the last three years, our staff turn-over rate has been around 10%, with most changes due to staff retiring.

Professional Growth Plans for each teacher includes Standard III, 'Demonstrates knowledge of subject content and the elements of effective instruction' and focuses on Component IIIA, 'Demonstrates command of content-area knowledge and state standards as well as implements district-adopted resources and curriculum'. Staff development to support teachers includes the following:

- Standards Based Classrooms
- Assessment and using data to inform instruction
- Goal Setting
- Grade level instructional strategies

Teachers receive substantive feedback through formal observations, required by the district and informal observations required by the district. Staff members also receive feedback as part of their Project Quality Professional Growth Plans.'

### **Recognition of Non-Academic Learning**

At Manitou Park Elementary, we believe in educating the whole child! This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We look for opportunities to recognize and promote non-academic learning with a particular focus of integrating the arts throughout the curriculum. Students are provided opportunities to explore the arts through drama, visual arts, music and movement. Children are offered alternative and enrichment experiences such as an indoor game room as a recess alternative, before school band and orchestra explorations and an after-school chess club. Overall, we work to promote the values of helping others, giving back to community, and the building of a collaborative work culture.

### **Safe and Supportive Learning Environment**

The Manitou Park Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. This environment is built upon the four school-wide expectations of Be Respectful, Be Responsible, Be Safe and Be Cooperative, also known as "The Best of the Be's". Our staff has adopted the philosophies espoused by "CHAMPS: A Positive and Proactive Approach to Classroom Management." CHAMPS believes that students find behavior success in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. The Compassionate Schools model provides staff with the tools to approach students dealing with trauma or stress. Our staff abides by the six principles: 1. Always empower. Never Disempower, 2. Provide unconditional positive regard, 3. Maintain high expectations, 4. Check assumptions. Observe. Question.,

5. Be a relationship coach, 6. Provide guided opportunities for helpful participation. A no-tolerance approach to behaviors that violate safety and respect is combined with a comprehensive counseling program for whole groups, small groups, and individual students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

An Intervention Team was implemented at Manitou Park Elementary in the winter of 2011 to support the CHAMPS and Compassionate Schools principles and strategies. The support that the Intervention Team provides was designed to include all students, staff and Manitou Park families.

### **Equity Issues**

The District's focus on cultural competency and the Action Plan for closing the achievement gap will drive our school's efforts this year. Our performance data trends on the WASL and now MSP show that our greatest gap is between our white student population and African American and Latino males in both math and reading. Manitou Park has agreed to participate in *Teaching Black Male Learners*, a pilot program that focuses on closing the achievement gap. Teachers will receive five days of professional development to learn strategies to implement in their classrooms. Our professional development in math will address culturally competent teaching strategies that can be applied to all subject areas. Intervention activities that include additional time for struggling students will be built into the day and provided after school as well. Because many of our students are on free or reduced lunch we acknowledge that their learning needs cannot be met if their basic needs at home go unmet, therefore, our counselor will continue to work with Tacoma 360 to assist in fulfilling needs in this area.

### **Technology**

Manitou Park Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to SMART boards and computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, and Internet research for project-based learning. Manitou Park has received a Teaching and Learning Grant (TL21) to support technology in the classrooms. Manitou Park staff continually identifies areas of need in technology. The district provides the on-going professional development to match our needs.

### **Parent, Family and Community Involvement**

Increasing parental involvement is one of our main goals. At Partnership Conferencing we meet with parents and students, establish academic goals and set up compacts for the year. Goals are then monitored on an ongoing basis throughout the year. Along with compacts, parent policies are shared with parents at the beginning of the school year. We have included our parent involvement plan in our building plan. Title I parent involvement funds have been allocated to our school, as required, to support building-based meaningful parent involvement activities. Parents and staff work together to develop and support parent involvement training/activities for 2011-2012.

Manitou Park Elementary's School-Parent Compact was reviewed and revised with input from parents in the Spring of 2011. The compact was then printed in our handbook and distributed to all parents and families at the beginning of the school year and is available on the school website. The compact was discussed with parents and students during the first session of Partnership Conferencing. See attached copy of Manitou Park Elementary's School-Parent Compact.

Manitou Park Elementary sends home to parents and families monthly newsletters with information about upcoming events, items of concern and opportunities for involvement. Teachers send home progress reports and provide information on the Simplified Web Interface for Teachers (SWIFT) websites. All school-wide information is included on the Simple Web Interface for Schools (SWIS) school website home page. The district also has in place a communication system (Connect Ed) that allows our school to send personalized voice messages to parents to encourage parents and families to be actively involved in

their children's education. Student academic progress is shared with parents during Partnership Conferencing in October, December, March. At these times academic goals are set, assessments and report cards explained, and compacts and expectations shared. Progress reports provide additional information on student progress.

#### 2011-2012 Title 1 Parent Involvement Calendar

Title 1 Calendar: The calendar consists of district activities and school generated family events/participation. Information about our Title I school wide Program, AYP status, Parent Involvement Policy, and Highly Qualified staff was shared during October's Parent Information Night. School/Family events were shared in alternate presentations provided in other languages whenever possible. Our first annual building-wide Science Fair was held in April of 2011 and was a huge success.

Manitou Park Elementary's counselor and nurse work with local county programs to help families connect with needed health and social services. A representative from Greater Lakes Mental Health will be providing support through mental health services to the Manitou Park community. The district McKinney-Vento liaison connects homeless families in our school with social services and provides ongoing support.

Manitou continues to build a strong relationship with the community. Manitou Park Presbyterian Church, along with students from neighboring Mount Tahoma High School, will provide tutoring. Manitou Park has developed a partnership with Readiness to Learn in order to assist parents who wish to receive outside resources. Pacific Lutheran University and City University Co-Teach programs have been working with Manitou Park by providing practicum students and student teachers.

#### **Coordination of Fiscal Services**

Manitou Park's School Improvement Plan aligns with Tacoma's District Improvement Plan. The staff at Manitou work to support the school's and district's improvement efforts. Title I, Special Ed. and Basic Ed. staff work in collaboration to provide an instructional program and intervention services to meet the needs of all Manitou students. While categorical and basic education funds are tracked separately in Tacoma, the following programs work together to meet the needs of all students and support the school-wide program goals SIP Team, SCDM, Title 1, Special Education, Homeless Liaison, Health Services .

To support school-wide implementation, Title I provides technical assistance and NCLB support, Curriculum & Instruction provides professional development, research and instructional support, Purchasing supports expenditures, Human Resources facilitates staffing and provides Highly Qualified information, Research & Evaluation provides data.

The Tacoma School District provides the following technical assistance for school improvement planning in addition to the Title I/LAP Program Specialist: Curriculum & Instruction; School, Family and Community Partnership liaisons; Health Services, Human Resources Department; Finance Department; Elementary Directors; Instructional Coaches. Title I staff and Instructional Coaches assist teachers to coordinate intervention and instructional services for our students with high academic needs. Title I also works closely with homeless services within the district.