

# School Improvement Plan

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## Remann Hall Schools 2009-2010

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# School Improvement Plan

## 1. OVERVIEW

### A. PURPOSE

*A partnership between the Pierce County Juvenile Court and the Tacoma Public Schools provides educational programs at Remann Hall.*

Remann Hall Schools consists of two on site educational programs; the Detention Center for incarcerated youth, the Day Reporting School for court ordered youth on probation. Remann Hall Schools also includes two evening programs which we service; the Perinatal Treatment Center for resident high school-aged pregnant/drug addicted girls and Sea-Mar, a program which provides services primarily for Hispanic boys in a residential drug treatment program.

The Day Reporting School is an educational option for students who are court ordered to attend school but are not successful or are unable to attend regular school. These students are placed here in lieu of being confined overnight and are court supervised. The Day Reporting School and the Juvenile Detention Center offer strong basic skills programs and personalized education for students with different learning styles. Students receive instruction each day in a variety of subjects which may include language arts, social studies, art, health, mathematics, and career exploration. In the Day Reporting School, most students are enrolled for a semester or less. It is our goal that they return to their home school or other educational program as soon as possible.

### B. HISTORY

The Day Reporting School was a one-room schoolhouse before the 2003-04 school year. Due to detention reform initiatives at the Pierce County Juvenile Court the school transformed in size and scope to accommodate the unique needs of at risk youth.

The Perinatal Treatment Center in Tacoma opened an adolescent unit in March 2003 and a Day Reporting School teacher provided instruction for students at the Center. In November 2003, students were transported by the center staff to attend school daily at Remann Hall. This change increased student access to additional course offerings, educational materials and technology.

With a greater emphasis on intentional learning, Remann Hall Schools have incorporated the District's "Improvement Goals" which includes:

**Goal 1:** Increase achievement for all students each year by 10%.

**Goal 2:** Decrease the gap between under performing subgroups and the district average performance on the WASL by 10% annually.

**Goal 3:** Decrease the dropout rate by 10% annually.

**Goal 4:** Reduce the number of students not graduating by 10% annually.

### **C. TRANSITIONS**

Students enter the Remann Hall School programs via probation and court ordered referrals. Upon enrollment, all students meet with the school counselor to develop an individualized learning plan to meet their needs. In School Year 2006-07, a new focus was established to guide students to transition back into more traditional schools to help improve their academic skills, socialization, standardized test scores, and opportunities for higher education and technical skills training.

All students upon enrollment participate in a personalized intake conference that includes formulation of an educational plan, learning goals, and transition plan. Most students come to our school with a history of school failure, erratic attendance and multiple interruptions in learning. Students receive classroom-based assessments and a computer based reading assessment to establish educational placement. Students who are eligible for special education services meet with a special education teacher to determine individual learning goals. Parents/guardians are invited to an IEP conference to partner in the development of the learning plan.

Transition services are provided by Ed Ad which is funded through a Title 1 D Grant and directed through the PSESD to assist students to return to a prior school setting or move to a new school program such as Running Start, Fresh Start or school programs that offer high school completion and/or develop career skills.

### **D. PARENT / COMMUNITY INVOLVEMENT**

Progress and attendance reports are made available for students, parents, and probation officers. Teachers and counselors are available to conference upon request. The probation officers meet with students and parents in the school setting. Parents are invited to attend intake interviews and to visit the school at any time. Student led conferences are held twice a year. The agenda for the student led conference is the presentation of their portfolio to include learning goals, student strengths and challenges, career interest tests, and transition plans, etc.

When a student is absent, phone calls are made to both the parents and the Courts. Teachers also communicate with parents frequently to discuss concerns and student progress. If a student violates school or district policies, the school principal and staff are in communication with parents and probation officers.

Community volunteers provide tutoring and assistance in the classrooms. The school collaborates with many community agencies to provide services for students. The Sound Youth Counseling, Junior Achievement, the Fire Department, Metropolitan Development Council, Pierce County Juvenile Court, Pierce County Alliance, Tacoma Goodwill, and Tacoma Pierce County Health Department provide services and programs for our students. The school provides school supplies to students through the generosity of individual citizens and community agencies. Medical and dental services and family support have been provided by community grants. Parent volunteers from our school sit on the Superintendent's Parent Advisory Committee to ensure that our parents and community have a voice in the educational process.

#### **E. CURRENT STAFF**

Rue Palmer	Principal
Kelly Marthedal	Counselor
MerryInn Nicholas	Office Coordinator
Patricia Mohler	Attendance Secretary
Syi-Ku Pan	School Psychologist
Lucy Carrillo	Special Ed. & Perinatal Teacher
Eric Overgaard	Security Officer
Michelle Kiesel	DRS Teacher
Darrell Hamlin	DRS & Perinatal Teacher
Jo Anne Martin	A Pod Teacher
Larry Francis	C Pod Teacher
Essie Alley	D Pod Teacher
Kelly Kerrone	F Pod Teacher
Angelina Quiles	SEA MAR - Teacher

#### **F. COLLABORATION/TEAM**

Teachers are able to collaborate through mutual planning time, scheduled team meetings, and ongoing professional development activities.

## 2. MISSION/VISION/MOTTO

**Mission:** To provide a safe and structured learning environment which models desired behaviors and mutual respect for all. The program provides educational opportunities for individuals to be successful in reaching their academic, vocational, social, and behavioral potential.

**Vision:** All students deserve the best education which meets or exceeds state standards, affording them the opportunity to achieve their highest potential.

**Focus:** Given only this day, what do we want our students to know, and how do we know that they have learned it.

**Motto:** "Safety and Security First!"  
"Standards Based Learning Always!"

## 3. DATA

Due to a high rate of recidivism, students frequently transition to and from other schools and the detention facility. Last year an exceptionally high number of our students were eligible for special education services and were also involved in substance abuse treatment programs. The average time spent in the Detention Center was 7-9 days with most incarcerated two or three days. Many of our students, due to probation violations, move from the Day Reporting School (DRS) to the Detention Center and then back to the DRS. We provided educational services for approximately 3055 youth throughout the 2008-09 throughout the 2008-2009 School Year.

### Enrollment by Month 2005-06

2005-2006	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Residential Students	53	76	81	72	83	74	80	84	87	67	87
Day Reporting Students	55	77	94	110	96	91	89	102	105	103	57
<b>Total</b>	<b>108</b>	<b>153</b>	<b>175</b>	<b>182</b>	<b>179</b>	<b>165</b>	<b>169</b>	<b>186</b>	<b>192</b>	<b>170</b>	<b>144</b>

**TOTAL 1679**

### 2006-07

2006-2007	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Residential Students	64	78	102	83	72	82	88	98	92	109	84
Day Reporting Students	38	43	54	56	57	60	61	55	61	52	0
<b>Total</b>	<b>102</b>	<b>121</b>	<b>156</b>	<b>139</b>	<b>129</b>	<b>142</b>	<b>149</b>	<b>153</b>	<b>153</b>	<b>161</b>	<b>84</b>

**TOTAL 1405**

### 2007-08

2007-2008	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Residential Students	89	93	61	75	59	64	84	76	79	99	73
Day Reporting Students	37	22	30	41	47	50	48	53	46	56	0
<b>Total</b>	<b>126</b>	<b>115</b>	<b>91</b>	<b>116</b>	<b>106</b>	<b>114</b>	<b>132</b>	<b>129</b>	<b>125</b>	<b>155</b>	<b>73</b>

**TOTAL 1972**

**2008-09**

2008-2009	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Residential Students	72	80	85	76	57	84	75	73	65	61	46
Day Reporting Students	51	29	40	42	46	50	46	48	51	49	0
<b>Total</b>	<b>123</b>	<b>109</b>	<b>125</b>	<b>118</b>	<b>103</b>	<b>134</b>	<b>121</b>	<b>121</b>	<b>116</b>	<b>110</b>	<b>46</b>

**TOTAL 3055****2005-06 Ethnicities**

Black	Asian	Hispanic	Native American	White
347	139	189	101	903

**2006-07 Ethnicities**

Black	Asian	Hispanic	Native American	White
544	113	137	64	732

**2007-08 Ethnicities**

Black	Asian	Hispanic	Native American	White
96	35	21	2	95

**2008-09 Ethnicities**

Black	Asian	Hispanic	Native American	White
94	31	34	36	226

**4. NARRATIVES**

- Excessive tardiness and truancy has hindered the academic progress of our students.
- Our students lack the skills or fail to seek/access to culturally appropriate social and recreational activities.
- Many of our students live in foster homes.
- Many of our students live in poverty.
- The majority of our students are academically behind in school.
- Many students do not have support systems in place to provide ongoing stability and safety.

**5. OTHER VOICES AND ISSUES:**

- Remann Hall educational programs and the School Improvement Plan (SIP) are collaboratively crafted and accomplished through the combined efforts and

agreement of the building staff, administration, and the County Detention Center.

- The SIP will be reviewed annually by the primary stakeholders to ensure that it is current and relevant, based on best practices and district and building goals.
- School Board approval will be sought before building implementation and the SIP is forwarded to OSPI for review.
- Remann Hall Schools will continue to incorporate upgrades in its technology including computer hardware and software as well as facility improvements in the latest technology of fiber optics and through the use of wireless technologies.
- The Staff will continue to incorporate the use of outside community and support agencies to provide recognition of non academic learning.
- Where possible, the staff and school will model a normal classroom environment using EALRs Learning Targets, and the 5 Dimensions of Teaching and Learning.

## 6. GOALS/STRATEGIES

<b>Increase Achievement</b>	<b>Decrease Gap</b>	<b>Decrease Dropouts</b>	<b>Increase Graduates</b>
<b>Goal 1-Strategies</b>	<b>Goal 2-Strategies</b>	<b>Goal 3-Strategies</b>	<b>Goal 4-Strategies</b>
Develop a professional learning community in order to improve instruction	Collaborate with community stakeholders to provide ongoing services and resources	Use adopted district materials, align curriculum and instruction to standards, and review student data	Develop skills in all academic areas to include: Phonemic awareness, phonics/decoding, fluency, vocabulary, comprehension, and computational skills.
Provide opportunities for the sharing of teaching methods to assist challenged learners	Provide opportunities for parents and community members to engage in the school and connect with students	Provide opportunities for parents and community members to engage in the school and connect with students	Collaborate with parent/guardian & PO regarding student's improvement of behavior
Collect and review data to adjust instruction	Develop skills to be socially appropriate in school and community	Collaborate with parent/guardian & PO regarding student's improvement of behavior	Develop awareness of post secondary opportunities
Provide struggling students more intensive instructional time at the appropriate grade and			

performance levels			
Collect and review performance data on students receiving intervention	Collect and review performance data on students receiving intervention	Collect and review performance data on students receiving intervention	Collect and review performance data on students receiving intervention
Adjust instruction based on frequent assessment results	Model and provide immediate feedback for behavior	Adjust instruction based on frequent assessment results	

<b>ACTION PLAN</b>	<b>ACTION PLAN</b>	<b>ACTION PLAN</b>	<b>ACTION PLAN</b>
<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>
Develop a cadre of trainers to improve instruction	Provide learning activities that apply the core concepts of each academic area	Research techniques for engaging our student population	Training of staff to teach and align strategies with state standards
Implement teacher collaborative study sessions	Incorporate frequent performance based assessments to determine learning needs	Connect parents to school and community resources	Provide staff support for students in all academic areas
Provide training to maximize instructional time	Improve methods of informing parents of events and activities	Inform parents of daily attendance	Review grade level expectations and design instruction to meet standards
Research techniques for engaging our student population	Invite parents, P.O.s and others to student-led conferences, award programs		Connect parents to school and community resources
Invite parents, P.O.s and others to student-led conferences, award programs	Contact parents of students who are struggling	Contact parents of students who are struggling	Frequent phone calls to parents/PO regarding behaviors and academic progress
Connect parents to school and community resources	Inform parents of daily attendance	Frequent phone calls to parents/PO regarding behaviors and academic progress	Research techniques for engaging our student population
Provide training to maximize instructional strategies and techniques	Increase activity based learning in classroom		
Review grade level expectations and design instruction to meet benchmarks	Provide 6 week progress reports to communicate successes of students	Inform parents and students of alternative secondary programs and options to meet	

		graduation requirements	
Provide 6 week progress reports to communicate successes of students	Invite parents and P.O.s to student led conferences twice a year		
Invite parents and P.O.s to student led conferences twice a year			
<b>SELF REVIEW</b>	<b>SELF REVIEW</b>	<b>SELF REVIEW</b>	<b>SELF REVIEW</b>
Ongoing review of classroom and scheduled assessment data by staff and administration	Ongoing review of attendance, classroom performance and grades	Annual review of building and district dropout data	Ongoing review of student completion of graduation requirements
		Decrease in suspensions and discipline referrals	
<b>EVALUATION</b>	<b>EVALUATION</b>	<b>EVALUATION</b>	<b>EVALUATION</b>
Staff and student review of Transcript	Review data	Grades, building, district, and state assessments	Grades, building, district, and state assessments
	Frequent review of referral and suspension data	Frequent review of referral and suspension data	

## 7. RESEARCH

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