

SCHOOL IMPROVEMENT PLAN
Industrial Design, Engineering and Art
2017-2018

District Improvement Plan Goal: Academic Excellence – All students will perform at or above grade level and achievement/opportunity gaps among all student groups will be eliminated. (Strategic Plan Goal #1)

Target Area: MATHEMATICS

IMPROVEMENT GOAL: Increase proficiency in mathematics by moving 50% of the students that are >1 grade level behind in mathematics forward at least 2 grade levels as measured by the iReady beginning and end of year assessment.

Annual Goal: 2 years growth for 50% of students at >1 grade level

STRATEGIES:

- Teacher professional development on best practices in teaching mathematics
- Increase student contact time in mathematics
- Increase strategic team-based interventions

IMPROVEMENT STRATEGY What strategy are you using to achieve the academic excellence goal, the collaboration goal, or the early childhood goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	PROFESSIONAL DEVELOPMENT How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is or isn't accomplishing this goal
Teacher professional development on best practices in teaching mathematics. All math teachers will participate in content professional development activities, including Inquiry Teams with a focus on common formative assessments tied to the CCSS and Smarter Balanced Assessments.	Monthly, July 2017 – June 2018	Co-directors, in cooperation with Inquiry Team leader and Leadership Team	Late Start Fridays for Inquiry Team time -Inquiry Teams - Professional Learning Community work with mathematics department; Coaching from Instructional Coach, Inquiry Team Leader Meetings,	Reflection sheets on studio work, weekly Inquiry Team reports to Instructional Coach, and classroom observations by administrator
Increase availability of team-based and school based intervention support for students. PLCs develop intervention plans four days/week inclusive of lunch & study support and mentor group peer-tutoring	October 2017– June 2018	Co-director, Inquiry Team leaders	Support from District level curriculum	Classroom based assessments, iReady
Increase teacher contact with students, and peer tutoring. Provide push-in support from student services teachers and Bridge Peer Tutors	September 2017 to June 2018	Student Services Team	SIP Day Workshops focused on PLC work, specifically interventions; Bridge Program. Existing FTE (CTE and BE)	Math EOCs, Classroom Based assessments
Increase contact time in mathematics for students in 11 th & 12 th grade not meeting standard on EOC. Implementation of Algebra 1 and Geometry 1 EOC course work within existing classes	September 2017 to June 2018	Math Department Head, Dean of Students	Weekly PLC Inquiry Team meetings. Existing FTE	Math EOCs, Collection of Evidence
Implement online intervention supports. PLCs develop instruction for access and use of Khan Academy with monitoring for in class and at home	August 2017- June 2018	Each teacher in PLC uses this as needed for differentiated support	PLC (Inquiry Time) Khan Academy Tutorials. Online access, computer	Khan Academy provides feedback about standards to teacher and student

Target Area: READING

IMPROVEMENT GOAL: Increase proficiency in reading from 43% reading at grade level to 65% by the iReady beginning of the year and end of the year assessment.

Annual Goal: 22% increase

STRATEGIES:

- Teacher professional development on best practices in teaching literacy, using complex instruction, group-worthy tasks, project-based (relevant) instruction, interdisciplinary concept mapping and the 5D framework
- Increase availability of interventions to students
- Implementation of Common Core State Standards

IMPROVEMENT STRATEGY & ACTIVITIES What strategy are you using to achieve the academic excellence goal, the collaboration goal, or the early childhood goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	PROFESSIONAL DEVELOPMENT & RESOURCES NEEDED How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
Teacher professional development on best practices in teaching, group-worthy tasks, reading instruction, engagement strategies, 5D. Teachers will participate in Inquiry Team professional development activities focused on common formative assessments based on CCSS	Monthly, July 2017 – June 2018	Co-directors, in cooperation with Inquiry Team leaders	Weekly Inquiry Team Professional Learning Community meetings; Monthly Inquiry Team Leader meetings. Existing FTE, late start Fridays	Weekly Inquiry Team reflection and classroom observations by administrators
Increase availability of intervention support for students. Implement team-based intervention support (before school, lunch & study, and after school) program for students including COE tutoring. Implement Mentor Group peer tutoring.	October 2017– June 2018	Humanities Department	Inquiry Teams. Extra Work for Extra Pay through COE budget, tutoring budget, volunteer training,	Classroom based assessments, Reading HSPE
Implementation of Common Core State Standards. Implement common core state standards-based curriculum and grading (rubric development, backward planning)	September 2017-June 2018	Humanities Inquiry Team	Inquiry Teams. Existing FTE, Late-Start Fridays	Classroom based assessments, Reading HSPE, Smarter Balanced Exams

District Improvement Plan Goal: Partnerships - We will fully engage our parents, community and staff in the education of our children. (Strategic Plan Goal #2)

Target Area: Partners Supporting Student Success

IMPROVEMENT GOAL: Add three businesses and organizations inside the school through an RFP process and establish partnerships with 6 additional organizations

Annual Goal: three formal agreements, six operating agreements

STRATEGIES:

- Reach out to community organizations that support businesses including the Pierce County Chamber of Commerce and New Tech Tacoma and co-working spaces like WeWork, Surge Tacoma and ImpactHub.
- Work with existing business partners to identify additional partner companies or organizations
- Reach out to internship and partnership opportunities throughout the Tacoma community.

IMPROVEMENT STRATEGY & ACTIVITIES What strategy are you using to achieve the academic excellence goal, the collaboration goal, or the early childhood goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	PROFESSIONAL DEVELOPMENT & RESOURCES How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
Reach out to networking organizations like the Pierce County Chamber of Commerce, local organizations such as Fabitat, Olive Crest and	August 2017 – June 2018	Co-Directors, Teachers	Staff meetings, SIP day workshops focused on mentor group. Existing FTE, late start Fridays	Percentage of mentor groups participating in community service through Day of Caring
Increase internship opportunities for students with CBOs, youth-serving organizations and businesses. Professional business connections for Internship Program, placing 11 th & 12 th grader students and semester-long professional internships with the Next Move	August 2017 – June 2018	Co-Directors, The Next Move Department	Staff meetings. Existing FTE, late start Fridays	Number of internship partners
Increase teacher connectedness to local CBOs, youth-serving organizations and businesses. Increase class connections to the community through local partnerships	August 2017- June 2018	Co-Directors, Instructional Coach, Dean of Students	Staff meetings, SIP day workshops. Existing FTE, late-start Fridays, optional day pay	Number of community partnerships

District Improvement Plan Goal: Safety - (Strategic Plan Goal #4) - All schools will create and maintain safe learning environments that promote excellent academic achievement.

Target Area: Disciplinary Actions

IMPROVEMENT GOAL: Decrease the percentage of 9th and 10th grade students with one or more disciplinary infraction by 3%, from 7% to 4%.
Annual Goal: 3% decrease

STRATEGIES:

- Adopt and practice daily a character curriculum through The Whole Child initiative
- Establish a restorative justice protocol using mentor groups, sponsoring mentors in the community and administrators
- Ensure that all students are connected with a mentor teacher who regularly monitors student success
- Increase Parent-Teacher Conferences for Students of Concern
- Implement Response-to-Intervention model for all students within the mentor groups
- Implementation of at-risk student prevention class “Strong Start” for all 9th grade students

IMPROVEMENT STRATEGY & ACTIVITY What strategy are you using to achieve the academic excellence goal, the collaboration goal, or the early childhood goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	PROFESSIONAL DEVELOPMENT & RESOURCES How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
Working through the lens of The Whole Child Initiative, adopt and teach through daily mentor groups a character-based curriculum called Character Strong	August 2017- June 2018	Co-Directors, Staff Equity Representative, Mentor Teachers	Staff training on Character Strong, Weekly posting of character lessons	Number of discipline incidents, climate survey results and subjective observation of student behavior
Ensure that all students are connected with a mentor teacher who regularly monitors 9 th grade and 10 th grade student success. Continued implementation of the IPR bi-weekly grade check system in mentor group	August 2017 – June 2018	Co-Directors, Mentor Teachers	Staff meetings, SIP day workshops focused on mentor group. Existing FTE, late start Fridays	Percentage of 9 th and 10 th graders with one or more disciplinary infraction. Observation of Mentor teacher conferences with students
Increase Parent-Teacher Conferences for students of concern. All mentor teachers will host Parent-Teacher Conferences for at-risk students twice yearly	August 2017 – June 2018	Co-Directors, Mentor Teachers, Student Services	Staff meetings, SIP day workshops. Existing FTE, late start Fridays	Student & Parent attendance at conferences, success rate (grades/attendance) before & after conference
Implement Response-to-Intervention model for all students within the mentor groups. All mentor teachers will be trained in the RTI system	August 2017- June 2018	Co-Directors,	Staff meetings, SIP day workshops. Existing FTE, late-start Fridays, optional day pay	Percentage of 9 th and 10 th graders with one or more disciplinary infraction. Observation of Mentor teacher conferences with students

Implementation of at-risk student prevention class "Strong Start" for all 9 th grade students. Student Services to host class for all 9 th grade students in cooperation with 9 th grade team and Student Services PLC	August 2017-June 2018	Co-Directors, Student Services Department, Graduation Support Specialist	Inquiry Team meetings, staff meetings, Student Services department meetings. Existing FTE (CTE, SpED and 504 coordinator)	Percentage of 9 th and 10 th graders failing classes at mid-terms. Observation of Strong Start class
Establish restorative justice practices as a routine part of any disciplinary action, empowering student leaders as supports	August 2017-June 2018	Co-Directors, social workers on contract	Staff meetings, SIP day workshops focused on mentor group. Existing FTE, late start Fridays	Percentage of 9 th and 10 th graders with one or more disciplinary actions. Attendance and participation in support clubs led by outside organizations.
Start a twice weekly after school club to provide students the opportunity to work through interpersonal conflicts, get support with tutoring and reflect on challenges they face as students and individuals.	January 2017-June 2018	Co-Directors, social works on contract, mentor teachers	Staff Meetings on Fridays, SIP Day workshops	Number of discipline incidents, climate survey results and subjective observation of student behavior