

Tacoma School District

SCHOOL IMPROVEMENT PLAN

2017-2018

Building: Jefferson Elementary School
IMPROVEMENT GOAL: ACADEMIC EXCELLENCE

Target Area: 5th Grade Reading

SMART GOAL: Between September 2017 and June 2018 the percentage of 5th grade students scoring at or above grade level on the I Ready screener will increase from 48% to 65%

IMPROVEMENT STRATEGY What strategies are you using to achieve the academic excellence goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
<p><i>All students in grades 3-5 will take the I Ready assessment literacy screener three times during the year.</i></p> <p><i>Use DRA2 as a diagnostic assessment/ progress monitoring for those students who are not at grade level on the I Ready</i></p> <p><i>Intervention through LAP and LRC for the lowest students</i></p>	<p>Sept.-June</p> <p>Oct.-May</p> <p>Sept.-June</p>	<p>Classroom teachers</p> <p>Classroom, LAP, and LRC teacher,</p> <p>LAP and LRC teacher, building Para,</p>	<p>Computers Renaissance learning</p> <p>Training, DRA2 materials</p> <p>LLI, DRA2</p>	<p>Used as a screener for all students 3X during year</p> <p>Groups identified by results, future DRA2 and screener will show growth</p> <p>I Ready and DRA2 results</p>

<p><i>Data team meetings by grade level to review student progress and make instructional adjustments</i></p>	<p>Oct.-June</p>	<p>Classroom, LAP, and LRC teacher Classroom, LAP, and LRC teacher, coach, principal</p>	<p>Performance Plus, optional hours</p>	<p>I Ready and DRA2 results, differentiated groups, documentation of instructional adjustments</p>
<p><i>Professional development focusing on differentiated instruction, data, and 5D.</i></p>	<p>Oct.-June</p>	<p>Coach, All staff involved in reading instruction</p>	<p>Mtgs./collaboration</p>	<p>I Ready and DRA2 results, differentiated groups, PD agendas</p>
<p><i>Based on screener, diagnostic and progress monitoring assessments, teachers will differentiate instruction with individuals and groups</i></p>	<p>Oct.-June</p>	<p>Coach, All staff involved in reading instruction</p>	<p>Performance Plus, Classroom materials</p>	<p>I Ready and DRA2 results, differentiated groups, intervention listings</p>

Target Area: 5th Grade Math

SMART GOAL: Between September 2017 and June 2018 the percentage of 5th grade students scoring at or above grade level on the I Ready Assessment will increase from 44% to 65%.

IMPROVEMENT STRATEGY What strategies are you using to achieve the academic excellence goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
<i>All students will take the I Ready Assessment three times during the school year.</i>	Sept-March	Teachers, coach principal,	Test, Performance Plus	Used as a screener for all students to determine instructional needs
<i>Math Expressions Pre and Post Unit tests used as a diagnostic</i>	Sept-June	Teachers	Math Expressions materials.	Team meetings to analyze results and make adjustments
<i>Interventions through LRC</i>	Sept-June	Teachers, LRC,	Math Expressions curriculum.	Improved I Ready and ME pre and post results,
<i>Data team meetings by grade level or multiple grades to review student progress and make instructional adjustments</i>	Oct.-June	Classroom, and LRC teachers, coach, principal	Formative assessment, ME. Unit tests, performance plus, pre/posttest.	I Ready Assessment and ME Unit test results, grade level meeting minutes, differentiated groups
<i>Professional development focusing on differentiated instruction, data, and 5D.</i>	Oct.-June	Coach, Teachers, Interventionists,	Peer collaboration, PLC's	I Ready Assessment and ME Unit test results, PD agendas, differentiated groups
<i>Based on screener, diagnostic and progress monitoring, teachers will differentiate instruction with individuals and groups</i>	Oct.-June	Coach, Teachers, Interventionists.		I Ready Assessment and ME Unit test, differentiated groups, intervention & adjustment listings,

IMPROVEMENT GOAL: PARTNERSHIPS

Target Area: Welcoming Environment, Engaged Families, and Parents, Volunteers Supporting Student Success

SMART GOAL: Communicate from school to home through a variety of methods including weekly parent newsletters, weekly teacher newsletters, weekly phone messages from principal to parents, PTA news notes, emails, text messages and phone calls to parents. Increase communication from school to home each week/month to keep parents, students and staff updated with all events

<u>IMPROVEMENT STRATEGY</u> What strategies are you using to achieve the partnership goal?	<u>TIMELINE</u> When will this activity begin and end?	<u>WHO IS RESPONSIBLE</u> Who will provide the leadership for this activity?	<u>RESOURCES / PROF DEV NEEDED</u> What are the existing and/or new resources that will be used to accomplish this activity	<u>MONITORING PROGRESS</u> What ongoing FORMATIVE Evidence will be gathered to show this activity is making a difference in student success?
<i>Maintain and increase the school partnerships with Jefferson and business in our community.</i>	September 2017	Principal, teachers, PTA, office staff	School Messenger	Number of volunteers recruited, families in attendance
<i>Increase the number of parent volunteers from the previous school year, 2016-2017</i>	September - June	Principal, teachers, PTA,	School Messenger Newsletters. School messenger	% of volunteers registered Attendance by families
<i>Increase staff membership in PTA to 100%</i>	September	Teachers, principal, staff	PTA activity calendar/registration forms	PTA membership by staff and attendance at PTA events
<i>Continue to provide parents with current school and district information every week</i>	Sept-June	Principal, PTA officers, all staff	Perfect attendance summary	% of students achieving perfect attendance for a 20 day period Attendance by families, teachers
<i>Regular recognition of Parents of Perfect attendance students</i>	Oct.- June	Principal, Staff	Take home books, school messenger, newsletter Monthly newsletter	
<i>Student of the Month Assembly</i>		Principal, Teacher, Staff		

IMPROVEMENT GOAL: SAFETY

Target Area:

- To create and maintain safe learning environments that promotes academic achievement.

SMART GOAL: The number of emergency drills conducted is nine per year. The exit time from building will be 2 min, or less.

<u>IMPROVEMENT STRATEGY</u> What strategies are you using to achieve the safety goal?	<u>TIMELINE</u> When will this activity begin and end?	<u>WHO IS RESPONSIBLE</u> Who will provide the leadership for this activity?	<u>RESOURCES / PROF DEV NEEDED</u> What are the existing and/or new resources that will be used to accomplish this activity?	<u>MONITORING PROGRESS</u> What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning?
<i>Safety team will assist with emergency drills.</i>	Sept-June	Safety committee,, principal, and staff	Safety team meetings and training	Monthly safety reports
<i>Safety response training for noon hour and crossing supervision.</i>	Sept	Principal,	CPR training, First Aid	Sign in sheet
<i>Continuation of Safety committee and sub committee</i>	Oct-June	Teachers, paras, custodian	None	Meeting minutes, outcome reporting
<i>Second Step, Skills for Social and Academic Success</i>	Oct-June	Counselor/Staff	Conference room	Student participation

IMPROVEMENT GOAL: EARLY LEARNING

Target Areas: 3rd Grade Reading

SMART GOAL: Between September 2017 and June 2018 the percentage of 3rd grade students scoring at grade level on the I Ready screener will increase from 55% to 75%

<u>IMPROVEMENT STRATEGY</u> What strategies are you using to achieve the academic excellence goal?	<u>TIMELINE</u> When will this activity begin and end?	<u>WHO IS RESPONSIBLE</u> Who will provide the leadership for this activity?	<u>RESOURCES NEEDED</u> What are the existing and/or new resources that will be used to accomplish this activity?	<u>MONITORING PROGRESS</u> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
<p><i>All students in grades 3 will take the I Ready assessment literacy screener three times during the year.</i></p> <p><i>Use DRA2 as a diagnostic assessment for those students who are not at grade level on the I Ready This will also apply to students in K-2</i></p> <p><i>Intervention through LAP and LRC for the lowest students</i></p> <p><i>Data team meetings by grade level or multiple grades to review student progress and make instructional adjustments</i></p> <p><i>Professional development focusing on DRA instruction, and 5D.</i></p> <p><i>Based on screener, diagnostic and progress monitoring assessments, teachers will differentiate instruction with individuals and groups.</i></p>	<p>Sept.-March</p> <p>Oct.-May</p> <p>Sept.-June</p> <p>Oct.-June</p> <p>Oct.-June</p> <p>Oct.-June</p>	<p>Classroom teachers</p> <p>Classroom, LAP, and LRC teachers,</p> <p>LAP and LRC teachers</p> <p>Classroom, LAP, and LRC teachers, coach, principal,</p> <p>Coach, All staff involved in reading instruction</p> <p>Coach, all staff involved in reading instruction</p>	<p>Computers Renaissance learning</p> <p>Training, DRA2 materials</p> <p>LLI, DRA2</p> <p>Data Days hours</p> <p>Optional Day hours.</p> <p>Classroom materials, performance plus</p>	<p>Used as a screener for all students 3X during year</p> <p>Groups identified by results, future DRA2 and screener will show growth</p> <p>I Ready and DRA2 results</p> <p>I Ready and DRA2 results, differentiated groups, meeting minutes, documentation of adjustments</p> <p>I Ready and DRA2 results, differentiated groups, PD agendas</p> <p>I Ready and DRA2 results, differentiated groups</p>

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Target Area: 3rd Grade Math

SMART GOAL: Between September 2017 and June 2018 the percentage of 3rd grade students scoring at or above grade level on the I Ready Assessment will increase from 23% to 60%.

<p><u>IMPROVEMENT STRATEGY</u> What strategies are you using to achieve the academic excellence goal, the collaboration goal, or the safety goal?</p>	<p><u>TIMELINE</u> When will this activity begin and end?</p>	<p><u>WHO IS RESPONSIBLE</u> Who will provide the leadership for this activity?</p>	<p><u>RESOURCES / PROF DEV NEEDED</u> What are the existing and/or new resources that will be used to accomplish this activity?</p>	<p><u>MONITORING PROGRESS</u> What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning?</p>
<p><i>All students will take the I Ready Assessment three times during the school year.</i></p> <p><i>ME. Expressions Pre and Post Unit tests used as a diagnostic</i></p> <p><i>Interventions through LRC and recommendations from MTSS team</i></p> <p><i>Data team meetings by grade level or multiple grades to review student progress and make instructional adjustments</i></p> <p><i>Professional development focusing on differentiated instruction, data, and 5D.</i></p> <p><i>Based on screener, diagnostic and progress monitoring assessments, teachers will differentiate instruction with individuals and groups</i></p>	<p>Sept-March</p> <p>Sept-June</p> <p>Sept-June</p> <p>Oct.-June</p> <p>Oct.-June</p> <p>Oct.-June</p>	<p>Teachers, coach principal</p> <p>Teachers</p> <p>Teachers, LRC,</p> <p>Classroom, and LRC teachers, coach, principal</p> <p>Coach, All staff involved in math instruction</p> <p>Coach, All staff involved in math instruction</p>	<p>Test, Performance Plus</p> <p>Math Expressions materials</p> <p>Formative assessments, ME, pre/post-test, performance plus</p> <p>PLC meetings/collaboration</p> <p>Performance Plus, assorted data, ME material</p>	<p>Used as a screener for all students to determine instructional needs</p> <p>Team meetings to analyze results and make adjustments</p> <p>Improved I Ready and ME pre and post results, intervention listings</p> <p>I Ready Assessment and ME Unit test results, differentiated groups, documentation of adjustments</p> <p>I Ready Assessment and ME Unit test results, differentiated groups, PD agendas</p> <p>I Ready Assessment and ME Unit test results, differentiated groups</p>

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