

Tacoma School District
SCHOOL IMPROVEMENT PLAN
2016-2017

Building: Manitou Park Elementary

IMPROVEMENT GOAL: Academic Excellence

Target Areas: 5th Grade Reading

Our Current Reality: 31% of 5th grade students scored proficient or advanced on the Fall 2016 DRA2 Assessment.

Our SMART Goal: The percent of 5th grade students scoring proficient or advanced on the Spring DRA2 Assessment will be 51% by May 1st, 2017 as measured by the Spring DRA2 Assessment given April 2017.

IMPROVEMENT STRATEGY What strategy 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 evidence will be gathered to show this activity is making a difference in student learning?
School-wide literacy initiatives for core instruction - Examples include: professional development around literacy curriculum mapping, Grade level team SMART Goals aligned to upcoming 9 weeks of literacy instruction, administer the DRA2 to all students in fall 2016 and Spring 2017 to monitor learning. We will continue to provide monthly training through staff members and instructional coach and will provide staff with the opportunity to work one-on-one with the instructional coach.	September 7th, 2016 through June 2017.	Administration, instructional coach, classroom teachers	Professional development with staff	Observations and instructional coach support iReady screener Fall/Winter/Spring growth data, DRA2 Fall/Winter/Spring growth data SMART Goals created at Waiver Days Grade level SMART Goal for DRA2 Data

Provide multiple data points to ensure correct student placement for tier 2 reading support (iReady, DRA2, WAKIDS)	September 7th, 2016 through June 2017	All staff	Training on administering assessments	Screener assessments will be utilized three times during the school year. DRA2 assessment will be administered to all students in fall 2016 and spring 2017.
LAP: The entirety of LAP funding at Manitou Park is dedicated to one full time teacher who instructs the curriculum Leveled Literacy Intervention. Student progress is tracked through running records and DRA2 progress monitoring. Entry and exit points have been established at each grade level and programs created to incentivize student self-progress monitoring.	10/2016-07/2017	LAP teacher, Grade level teachers, Instructional Coach, Principals	Collaboration with grade level teachers to analyze literacy data (DRA2). Ongoing collaboration with teachers to analyze ongoing running records to show student growth.	DRA2 data 3 times a year, ongoing running records bi-weekly
School wide Title I: Title I interventionists will focus on grades Kindergarten through fifth grade in literacy. Title I teachers will access the Leveled Literacy Intervention reading curriculum to meet the needs of those tier one and two students in literacy.	10/2016-06/2017	Title I teachers, Grade level teachers, Instructional coach, Principals	Collaboration with grade level teachers to analyze literacy data (DRA2). Ongoing collaboration with teachers to analyze ongoing running records to show student growth.	DRA2 data 3 times a year, ongoing running records bi-weekly,

Weekly grade level Data Meetings for SMART Goal accountability/problem solving for core content teams. Staff focus on the five essential PLC components: focus on learning, create a collaborative culture, clearly define what students must learn, constantly measure effectiveness, and respond collectively when students don't learn.	9/2016-6/2017	Admin, instructional coach, and general education and teachers.	Academic progress monitoring data. Ongoing collaboration with teachers to analyze student data.	Weekly meetings taking place.
Manitou Park was selected as a Tech Focus for 2016-2017. With an increase of access to technology in a 1:2 environment and technology integration support, students will increase in digital literacy and reading.	9/2016-6/2017	All Staff	Professional development training and support from Information Technology Staff.	This will be measured using standard assessments including iReady and DRA2. Progress will be measured each trimester with the elementary report card. Teacher teams will develop specific goals and measures that will be captured in a metrics plan.

DRA Data- % of students at level

Grade	Below Basic	Approaching	Proficient	Advanced
1st Fall	87%	3%	10%	
1st Spring				
2nd fall	70%	7%	23%	
2nd Spring				
3rd Fall	48%	21%	31%	
3rd Spring				
4th Fall	44%	9%	47%	
4th Spring				
5th Fall	58%	10%	32%	
5th Spring				

Report Card Data- % of students meeting benchmark

Grade	Literacy			Math		
	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten						
1 st						
2 nd						
3 rd						
4 th						
5 th						

Interim Data

	Math	ELA
3rd	Operations & Algebraic Thinking- 44/46/10 Fractions – 60/ 40	Edit / Revise- 58/40/2 Listen / Interpret- 49/42/5 Research – 61 / 33 / 5
4th	Operations & Algebraic Thinking – 75 / 24/1 Numbers and Operations in Base Ten- 61 / 31/9	Edit / Revise- 68 / 28/ 4 Listen / Interpret- 56/ 35/9 Research – 70/ 28/3
5th	Numbers and Operations in Base 10- 48/41/12 Fractions- 57/33/10	Edit / Revise- 43/43/13 Listen / Interpret- 40/47/13 Research – 57/33/10

Target Areas: 5th Grade Math

Our Current Reality: 12% of 5th graders met standard on the Fall i-Ready Math Screener.

Our SMART Goal: The percent of 5th grade students meeting standard on the i-Ready Math Screener will be 32% by June 2017 as measured by the Think Central Comprehensive Assessment given June 2017.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES NEEDED	MONITORING PROGRESS
What strategy are you using to achieve the academic excellence goal?	When will this activity begin and end?	Who will provide the leadership for this activity?	What are the existing and/or new resources that will be used to	What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this

			accomplish this activity?	activity is making a difference in student learning?
<p>Math Screener- i-Ready Math Screener Math Screener will be administered three times during the school year to monitor student progress.</p>	<p>September 2016-June 2017</p>	<p>All staff</p>	<p>i-Ready Math Screener</p>	<p>Screener will be used three times during the school year.</p>
<p>Weekly grade level Data Meetings for developing upcoming math lessons, assessments, and progress monitoring. Staff focus on the five essential PLC components: focus on learning, create a collaborative culture, clearly define what students must learn, constantly measure effectiveness, and respond collectively when students don't learn.</p>	<p>September 2016-June 2017</p>	<p>Grade Level Teachers, Interventionists, Coach, Admin</p>		<p>Agenda items for meeting, meeting notes on One Note, identifying next steps</p>
<p>Manitou Park was selected as a Tech Focus for 2016-2017. With an increase of access to technology in a 1:2 environment and technology integration support, students will increase in digital literacy and math.</p>	<p>9/2016-6/2017</p>	<p>All Staff</p>	<p>Professional development training and support from Information Technology Staff.</p>	<p>This will be measured using standard assessments including i-Ready Screener. Progress will be measured each trimester with the elementary report card. Teacher teams will develop specific goals and measures that will be captured in a metrics plan.</p>

I-Ready Screener- % of students proficient

Grade	Literacy			Math		
	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten	N/A					
1 st	9			8		
2 nd	19			4		
3 rd	32			9		
4 th	24			34		
5 th	17			12		

IMPROVEMENT GOAL: Partnerships

SMART GOALS:

Our Current Reality: Manitou Park has 155 registered parent volunteers / community members.

SMART Goal: In order to build strong parent/community relationships and a culturally responsive school, the number of registered parent volunteers/community members will increase to 200 by June 17, 2017 as measured by the number of registered parent volunteers/community members on June 17, 2017.

<u>IMPROVEMENT STRATEGY</u>	<u>TIMELINE</u>	<u>WHO IS RESPONSIBLE</u>	<u>RESOURCES/PROF DEV NEEDED</u>	<u>MONITORING PROGRESS</u>
What strategies are you using to achieve the academic excellence goal, the collaboration goal, or the safety goal?	When will this activity begin and end?	Who will provide the leadership for this activity?	What are the existing and/or new resources that will be used to accomplish this activity?	What ongoing formative evidence will be gathered to show this activity is making a difference in student learning?

Collaborate with families to increase opportunities for more “engaging” parent involvement that allows ALL parents to participate in their child’s learning.	09/2016-06/2017	All school staff	Grade level team meetings, SCDM, PTA team meetings	Number of parents attending events, Title I parent feedback forms
Increase community partnerships to benefit the learning of ALL students.	09/2016-06/2017	Read to Me, Boys and Girls Club 21 st Century, SCDM, All school staff	Collaboration with Read to Me, Boys and Girls club and grade level teams, Grade level team meetings	DRA2 assessment data showing growth of those students participating in the Read to Me, Tacoma Urban League, and Boys and Girls Club programs.

Event	# of parents	# of students
Open House	186	240

IMPROVEMENT GOAL: Early Learning

Target Areas: 3rd Grade Students

Our Current Reality: 31% of 3rd grade students scored proficient or advanced on the Fall 2016 DRA2 Assessment.

Our SMART Goal: The percent of 3rd grade students scoring proficient or advanced on the Spring DRA2 Assessment will be 51% by June 1st, 2017 as measured by the DRA2 Assessment given June 2017. (49.0% proficient 5.16.16)

Our Current Reality: 9% of 3rd graders met standard on the i-Ready Math Screener.

Our SMART Goal: The percent of 3rd grade students meeting standard on the i-Ready Math Screener will be 29% by June 2017 as measured by the i-Ready Screener given June 2017.

<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>Involve parents as partners in Title I Preschool and Kindergarten student learning</p>	<p>09/2016 before the beginning of school parent conferences</p>	<p>Preschool and Kindergarten Teachers, office staff, Principals</p>	<p>Multiple conference times available for parents at all hours, Interpreter</p>	<p> % of families attended September parent conferences</p>

Frequently assess and monitor continued progress of Kindergarten students in math and reading	10/2016-06/2017	Kindergarten teachers, LAP teacher, Title I para educators, Instructional coach, Principals	WaKIDS assessment, Kindergarten reading portfolio, report card standards	Kindergarten reading portfolio data, DRA2 Data, i-Ready, Math Expressions pre/post unit assessments
Provide intervention for Kindergarten students needing extra support in literacy	10/2016-06/2017	Kindergarten teachers, LAP teacher, Title I teachers	Leveled Literacy Intervention, small group instruction	DRA2 data, ongoing running records data
Frequently assess and monitor continued progress of Preschool students in social/emotional, math and reading	10/2016-06/2017	Preschool teacher and para educator, Instructional coach	TS Gold assessment	Ongoing TS Gold data
Manitou Park was selected as a Tech Focus for 2016-2017. With an increase of access to technology in a 1:2 environment and technology integration support, students will increase in digital literacy, math, and reading.	9/2016-6/2017	All Staff	Professional development training and support from Information Technology Staff.	This will be measured using standard assessments including i-Ready and DRA2. Progress will be measured each trimester with the elementary report card. Teacher teams will develop specific goals and measures that will be captured in a metrics plan.

IMPROVEMENT GOAL: Safety – To create and maintain safe learning environments that promote academic achievement:

Target Areas: 3rd & 5th Grade Students

Our Current Reality: There were 139 discipline referrals during the 2015-2016 school year.

Our SMART Goal: The number of discipline referrals to the office will be less than 118 as measured by data collected on June 17, 2017.

<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>We share the belief that all our improvement efforts will fail if our school culture/climate is not healthy. Deliberate and purposeful efforts to continue to improve our school culture include: Staff Meeting Norms, Bulldog Post Cards, Getting our ducks in a row (staff positively recognizing other staff with a rubber duck at staff meetings), Holiday and End of the Year Party, Social Committee.</p>	<p>September 2016-June 2017</p>	<p>Staff, admin</p>	<p>Monitoring of progress towards goals, staff surveys</p>	<p>Number of staff joining the Social Committee</p>

<ul style="list-style-type: none"> • We have the following programs in place to address the needs of all students: <ul style="list-style-type: none"> ○ Special Education Programs – We offer a variety of special education courses designed to meet the needs of students who qualify for services. Resource teachers provide specially designed instruction in the subject areas of language arts and mathematics. Students with emotional / behavior disorders receive specially designed instruction in the TLC program. ○ ELL Program – these courses are available for students who qualify with a full-time teacher for academic support. 	September 2016-June 2017	SPED Team, ELL Staff	Ongoing collaboration between Special Education, general education, and ELL staff.	Monitoring progress of ELL and SPED students. Weekly SRT Meetings to monitor SPED students.
<ul style="list-style-type: none"> • PBIS: school-wide procedures and protocols have been established to create a structured and focused learning environment that is particularly important for our low achieving students. Examples of school-wide procedures and protocols include: <ul style="list-style-type: none"> ○ Common Hall Pass ○ Staff members greet students at the door to set a positive tone for the period and to monitor hallway behavior. ○ CHAMPS template for common classroom behavior expectations 	September 2016-June 2017	PBIS Team	Two days of professional development during summer 2016 for PBIS Team members.	Monthly PBIS Team Meetings, Fall SET Data, monthly referral monitoring.

<ul style="list-style-type: none"> ○ Common Area Observations: staff provide feedback data on PBIS procedures on a monthly basis ○ Think Time intervention for students not following expectations, so they can re-engage in classroom instruction ○ PAWSitives ○ Behavior Matrix ○ Principal's 200 Club 				
<p>Manitou Park was selected as a Tech Focus for 2016-2017. With an increase of access to technology in a 1:2 environment and technology integration support, students will apply skills of safe and responsible digital citizenship.</p>	<p>9/2016-6/2017</p>	<p>All Staff</p>	<p>Professional development training and support from Information Technology Staff.</p>	<p>Students will be 100% proficient in Cyber Safety based on assessment created by PMO/Instructional Technology.</p>
<p>Manitou Park was selected as a Tech Focus for 2016-2017. With an increase of access to technology in a 1:2 environment and technology integration support, students will increase attendance and decrease referrals by increasing engagement.</p>	<p>9/2015-6/2016</p>	<p>All Staff</p>	<p>Professional development training and support from Information Technology Staff.</p>	<p>Teachers with tablets are expected to increase average daily attendance by 2% or more and decrease referrals by 10% (final percentage goal TBD after reviewing baseline data from last year).</p>

Referrals:

Month	# of Referrals	# of Suspensions
September	7	0
October		
November		
December		
January		
February		
March		
April		
May		
June		

Attendance:

	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K										
1st										
2nd										
3rd										
4th										
5th										
Staff										

Title I Schoolwide Components

1. Comprehensive Needs Assessment:

MISSION STATEMENT

Manitou Park Elementary School provides a nurturing, challenging, and safe environment that supports diversity while respecting all members of the community. Manitou Park Elementary emphasizes academic achievement and future success through the interdependence of school and community while practicing agreed upon philosophies such as PBIS.

SHARED VISION/GUIDING PRINCIPLES

We shall be an outstanding school in which all students are critical thinkers, exhibit high standards of achievement, and are responsible contributing members of the community through the use of effective 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. 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 I, a federal program, to provide additional reading assistance to students. All Manitou Park kindergarten classes are full day. We hold two Title I Preschool classes. 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. Steven Mondragon, principal of Manitou Park Elementary, 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. Kiwanis Club, World Vision, Henry T. Schatz Boys & Girls Club, Office Depot, Starbucks Coffee).

Currently Manitou Park classrooms strengthen core reading programs with Daily 5 for Kindergarten through 2nd grade students and Instruction by Design (IBD) for grades 3-5. The IBD format teaches students in the 90 minute block within their homerooms with small group instruction by reading level for 30 minutes of that time. The core reading program includes ReadWell and Reading Street. 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 helps to better meet the needs of all students.

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 2016 SBA.

2. Schoolwide Reform Strategies:

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 academic achievement, early learning, partnerships and safety. The staff members consistently analyze data and periodically review the plan to make sure the identified strategies are achieving the desired results.

Manitou Park Elementary is a school with several strengths such as shared leadership which created several focused teams throughout the building. The PBIS team whose focus is on safety and consists of a grade level representative, LRC teacher, Principal and Assistant Principal. The SCLT team whose focus is on increasing student achievement as well as supporting the development of strong instructional leaders. The team is made up of an Instructional Coach, a Principal, an Assistant Principal and several grade level teacher representatives. Manitou Park staff and students have adopted the CHAMPs program, a positive and proactive approach to building and classroom management in conjunction with schoolwide Positive Behavior Intervention Supports.

Manitou Park Elementary is 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, computers, safe and timely transitions, evaluations of staff, availability of additional services, and instructional space.) The increasingly high mobility rate at Manitou Park Elementary is always a concern. The English Language Learners (ELL) services should help to meet the needs of a diverse population along with the Therapeutic Learning Center (TLC) classroom. Other areas of concern include: 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; the change in students qualifying for free and reduced lunches with one half of our population eating breakfast at school; 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.

3. Instruction by Highly-Qualified Staff:

All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources send each school a list of the teachers with their teaching qualifications. Each building principal signs an Attestation form to confirm all staff is highly qualified. In the event a staff member does not meet the highly qualified requirements, an NCLB HOUSSE 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, each school's professional development/training focus is on best practices in reading and math. Parents have a right to know their teachers and paraprofessionals qualifications.

Highly qualified paraprofessionals meet a rigorous standard of quality and can demonstrate knowledge and ability in instructing reading, mathematics and writing. All paraprofessionals working in the instructional setting must meet NCLB highly qualified requirements. Paraprofessionals and other staff receive workshop pay to attend both district and school workshops. Administration and teachers work with paraprofessionals to focus on successful student performance on the state standards.

Provisions for staff training in Tacoma include opportunities, incentives and compensation. The district provides a broad spectrum of classes on assessment, standards-based instruction and best practices in content areas. Staffs receive extra pay to attend these classes and clock hour/university credits are frequently offered. The district also supports and encourages school-based optional day pay and district optional day pay for certificated staff. In addition to classes, each school provides ongoing, job embedded staff development by teacher leaders, coaches and principal.

4. Professional Development Activities:

Manitou Park Elementary 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 Common Core State Standards. 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 Common Core State Standards.

Administration and the Title I Coordinator along with teacher leaders provide on-going and embedded support and follow-up to professional development. Teachers will receive professional development to learn strategies to implement in their classrooms. Manitou Park uses the current district-adopted reading program. In addition, Manitou Park 3rd, 4th & 5th grade staff members 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 members receive continual professional development on the math curriculum and align math materials with state math standards and Common Core State Standards (CCSS) and analyze assessment data for math interventions. The staff will attend Professional Learning Community (PLC) sessions held in our building. 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. Trainings regarding Section 82 will be held in the building and presented by a district facilitator and our own staff. Evaluation trainings for staff will be held in the building, presented by our administrators.

The main themes that emerged from our comprehensive needs assessment are the improvement of 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.

5. Attract High-Quality, Highly-Qualified Teachers:

Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire and applicant searches. Tacoma works closely with colleges and universities to identify possible hires for teaching positions in Tacoma. The district seeks to attract and keep highly-qualified staff by providing opportunities for quality staff development, professional growth and leadership roles. Through the Professional Learning Community, staff has a voice in improving the learning environment for all.

6. Strategies to Increase Parent Involvements:

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 2016/2017.

The School-Parent Compact was reviewed and revised with input from staff and parents in beginning of the 2016 school year. 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 and at the Title I Annual Information Meeting. See attached copy of Manitou Park Elementary School'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 classroom websites. All school-wide information is included on school website home page. The district also has in place a communication system (School Messenger) 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. Parents will soon have the opportunity to look at their child/children's classroom assignments and homework on-line on the Home Access Center (HAC). Student academic progress is shared with parents during Partnership Conferencing in October and 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.

The 2016/2017 Title I Parent Involvement 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. The first event of the school year is our Meet & Greet Ice Cream Social where families are able to visit with each other and their new teachers. The annual building-wide Science Fair will be held in February.

Manitou Park Elementary School's counselor and nurse work with local county programs to help families connect with needed health and social services. 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. Neighboring businesses such as Starbucks and Grocery Outlet have offered programs to assist students and staff at our school. The Read to Me program has been using community volunteers to tutor identified students from 1st through 3rd grade during the school day since 2012. 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. Manitou Park has also partnered with the Tacoma Urban League to provide mentors for students struggling in reading.

7. Transition Plans for Preschools and Between Grade Levels:

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 Preschool to Kindergarten, Kindergarten to first grade, grade to grade, and 5th grade to Middle school. Transition activities include: The WaKIDs program for kindergarten families has been added in order to assess skills and readiness of kindergarten students and to give a starting point for teachers to work with students on necessary skills. The program also includes: Kindergarten parent meetings to discuss transitions; Classroom Visits for Students and Parents during kindergarten orientation and; Curriculum and expectation discussions at parent meetings. All Manitou Park kindergarten classes participate in an extensive assessment of student skill levels in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics. The information offers classroom teachers instructional insight into both students’ strengths and challenges.

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. Fifth grade teachers attend transition training through the district to assist fifth graders with their transition to Middle School.

8. Teacher Included in Assessment Decision:

Grade 3	2015 (% of students meeting standard)	2016 (% of students meeting standard)
SBA ELA	17%	49%
SBA Mathematics	20%	54%

Grade 4	2015 (% of students meeting standard)	2016 (% of students meeting standard)
SBA ELA	26%	25%
SBA Mathematics	27%	24%

Grade 5	2015 (% of students meeting standard)	2016 (% of students meeting standard)
SBA ELA	42%	37%
SBA Mathematics	38%	30%
MSP Science	46%	%

The school-wide data from the 2016 SBA indicates strengths in 3rd grade. 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 and LAP program for identified children based on these assessments.

Our instructional focus in math will be the continued implementation of our adopted math program as we work to increase the level of academic success in mathematics as well as implementation school wide of selected best instructional practices. The District has provided support for this work with ongoing professional development for all staff in math, and Math Professional Learning Communities (PLCs). This support, combined with our school’s grade level collaboration sessions and the development of intervention and enrichment plans, will increase our students’ achievement.

The four district provided Waiver Days will also support teachers in making data driven decisions and to create goals based on the data they have collected.

9. Provide Assistance to Students Experiencing Difficulty:

An Intervention Team comprised of the Principal, Assistant Principal, LRC teachers, Counselor, and grade level team members meet weekly to develop both academic and social/emotional intervention plans for students. The plan is implemented with fidelity for 6-8 weeks at which time the team will meet again to make adjustments if necessary.

10. Coordination and Integration of Federal, State and local 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 members' 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 I, 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.

SCDM Notes:

Date	What does the current data tells us?	What are the opportunities to make improvement?	Do we need to make any revisions?	Next Steps...