

SCHOOL IMPROVEMENT PLAN
Northeast Tacoma Elementary School
 2016 – 2017
Our Mission

The mission of Northeast Tacoma Elementary School is for all students to be successful through multiple opportunities in an innovative, arts-infused learning community.

District Improvement Plan Goal: (Goal 1: Academic Excellence)

All students will perform at or above grade level and we will eliminate group disparities.

Target Area: English Language Arts (ELA)

Improvement Goal:

- By the spring of 2017, students will increase their comprehension scores in reading as measured by the SBA and DRA2 by 11% from the previous year/grade’s assessment scores.

SBA: By the spring of 2017, students will increase their comprehension scores in reading as measured by the SBA and DRA2 by 11% from the previous year/grade’s assessment scores.

- By spring of 2017 3rd grade students will increase to 65% meeting standard as measured by SBA proficiency standard.
- By spring of 2017 4th grade students will increase from the last year’s 3rd grade 32.7% meeting standard to 43.7% meeting standard as measured by SBA proficiency standard.
- By spring of 2017 5th grade students will increase from the last year’s 4th grade 65.6% meeting standard to 76% meeting standard as measured by SBA proficiency standard.

DRA By the spring of 2017, students will increase their comprehension scores in reading as measured by the SBA and DRA2 by 11% from the previous year/grade’s assessment scores.

- By June of 2017 Students in 1st grade will increase their comprehension skills from to 77% as measured by DRA2
- By June of 2017 Students in 2nd grade will increase their comprehension skills from the last year’s 1st grade 70 % (June 2015) proficient to 81% as measured by DRA2
- By June of 2017 Students in 3rd grade will increase their comprehension skills from the last year’s 2nd grade 47.8 % (June 2015) proficient to 58.8% as measured by DRA2
- By June of 2017 Students in 4th grade will increase their comprehension skills from the last year’s 3rd grade 67.6 % (June 2015) proficient to 78.6% as measured by DRA2
- By June of 2017 Students in 5th grade will increase their comprehension skills from the last year’s 4th grade 76.7% (June 2015) proficient to 87.7% as measured by DRA2

iReady

- Students will increase a minimum of one year’s growth in one year’s time from the Fall to Spring i-Ready assessment for each grade level K-5.

STRATEGIES FOR 2016-2017

IMPROVEMENT STRATEGY...	IMPROVEMENT ACTIVITY...	TIMELINE	WHO IS RESPONSIBLE?	FOCUS ON EQUITY	PD and RESOURCES NEEDED	MONITORING PROGRESS
100% trained and implementing the TPS ELA Framework. (GP2, GP3, GP4, GP5: Use of Whole Group/ Small Group / Independent/ One on One Conferring)	Implementation of ELA Framework GP2, GP3, GP4, GP5 Support school-wide writing stamina via Portland Reading Writing Project	2016-17 Support Timeline: • Monthly PD on ELA Framework Implementation • Each grade	Classroom teachers, tier specialists, Library, teacher, ELL teacher, Interventionists, coach	Small Group and 1:1 Conferring = Individual instruction for individual needs of students.	<ul style="list-style-type: none"> • TPS District PD • Monthly PD during Staff Meeting • PLCs weekly • Incorporated focus into Data Days PD • TPS Building Hours • Block Schedule for common planning and intervention schedule • Kidney tables (1 per classroom) 	<ul style="list-style-type: none"> • Focused classroom observations and feedback by principal • Common Summative Assessments for each Unit • Learning Targets Posted in every classroom • Students understand what they are learning (learning target) (Evident to Student) • i-Ready assessment • Data Driven PLCs weekly • SBA • Classroom Walk Through (CWT)

		<p>level meets weekly for PLC cycle</p> <ul style="list-style-type: none"> • Coach Job Embedded Coaching • Daily Pull Out (k-5) and Push In (1-3) intervention block schedule 			<ul style="list-style-type: none"> • Peer Learning Labs (Visiting other teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) • TPS Curriculum • PLC cycle 	
<p>Make thinking visible across the curriculum using Thinking Routines, Protocols, Best Practices, Student Discourse, and Posting Learning Targets.</p>	<p>Teachers will incorporate Thinking Routines, Protocols, Math Best Practices, Student Discourse, and Posting Learning Targets</p>	<p>2016-17 Support Timeline:</p> <p>Sept. June</p>	<p>Classroom teachers, tier specialists, PE Library, Music teacher, ELL teacher, Interventionists, coach</p>	<p>Increasing student voice and ownership connected to student's personal experience/ life.</p> <p>Teaching to multiple types of learners not just traditional Auditory/ Sequential</p>	<ul style="list-style-type: none"> • NET PD strategies • Thinking Routines/ Protocols/ Student Discourse document • Professional Development Library (Offer book/resource ideas to principal as needed) • Peer Learning Lab: Coaching with Coach (Visiting other willing teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) 	<ul style="list-style-type: none"> • SBA • I-Ready • Classroom observations and feedback by principal • Classroom Walk Through (CWT) • Learning Targets Posted in every classroom • Students understand what they are learning (learning target) (Evident to Student
<p>Weekly Data Driven PLCs</p>	<p>Teachers will meet weekly for their Data Driven PLC process focused on ELA for 2016-17.</p> <ol style="list-style-type: none"> 1. Unpacking/Unwrapping the Standard based on the Standards Maps for each grade level. 2. Develop and revise standards-based common assessments 3. Plan unit/lessons to common assessments, progression to mastery learning targets 4. Monitor and adjust daily instruction/lessons based on daily formative assessments 	<p>2016-17 Support Timeline:</p> <p>Weekly on Tuesdays during common planning time and 1 hour monthly (7 building hours)</p>	<p>PLC grade level teams</p>	<p>Focusing instruction based on standards and the individual needs of the students</p>	<p>(7 building hours) PD on PLC process lead by principal</p>	<p>Weekly PLC process is occurring. (See PLC process document)</p>

	<p>5. Analyze results of formative and common assessments</p> <p>6. Create intervention plan in the classroom and with the Intervention Team</p>					
Peer Learning Labs	Teachers will collaborate with coach on Peer Learning labs. Focus on improving instruction.	<p>2016-17 Support Timeline:</p> <p>October-June</p>	Coach, teachers	Depends on what the focus is of the Peer Learning Lab.	Peer Learning Lab support/protocol from Teaching and Learning	Number of Peer Learning Labs per teacher
Increase Comprehension	Teachers will focus on calibrating and attending to comprehension score from DRA and iReady for increased understanding.	<p>2016-17 Support Timeline:</p> <p>Sept. - June</p>	Classroom teachers, ELL teacher, Interventionists, coach		<p>DRA and LLI</p> <p>Ask Stephanie about her % of growth requirement to add here.</p>	Measured by reading comprehension on LLI, DRA2 scores and I ready score increase.
Increase reading analysis	Staff and students Analyze the i-Ready and DRA so that independent reading skill needs for each student can be recorded and plan to meet each student in a reading conference and a guided reading group during the month.	<p>2016-17 Support Timeline:</p> <p>September-June</p>	Classroom teachers, ELL teacher, Interventionists, coach	Focusing instruction based on standards and the individual needs of the students	<p>Critical Friends group work to increase small goals towards a reading writing workshop. Common core resources, daily 5 word work, DOK, question stem</p> <p>Daily 5 and CAFÉ support, Reading street resources</p>	Measured by guided reading groups, conferring notebooks, peer learning lab collaboration.
Use data to determine and inform classroom instruction, differentiation, professional development, intervention groups, LAP intervention groups, and school-wide decision making	<p>Implementation of ELA Framework GP2, GP3, GP4, GP5</p> <p>Intervention schedule and meeting time.</p> <p>A-Team Progress Monitoring 4 times a year</p>	<p>2016-17 Support Timeline:</p> <ul style="list-style-type: none"> Monthly PD on ELA Framework Implementation Each grade level meets weekly for PLC cycle Coach Job Embedd 	Classroom teachers, Library, ELL teacher, Interventionists, coach	Focusing instruction based on standards and the individual needs of the students Meeting the needs of the individual students by allocating resources (Interventionists: ELL, LAP, Special Education, Reading Corps, Reading Interventionist) to the individual students based on assessment data.	<ul style="list-style-type: none"> TPS District PD Monthly PD during Staff Meeting PLCs weekly Incorporated into Data Days i-Ready Training i-Ready data Data Days DRA data TPS Building Hours Block Schedule for common planning and intervention schedule Kidney tables (1 per classroom) Peer Learning Labs (Visiting other teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) 	<ul style="list-style-type: none"> Use of i-Ready Data and Data Notebooks in One Note (Grade Level) Interventionist Data Meetings Stafford Intervention Model (A-Team) meetings Focused classroom observations and feedback by principal regarding data Common Summative Assessments for each Unit Data Driven PLCs weekly SBA Classroom Walk Through (CWT)

		ed Coachin g • Daily Pull Out (k-5) and Push In (1-3) intervent ion block schedule			• TPS Curriculum • PLC cycle	
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District Improvement Plan Goal: (Goal 1: Academic Excellence) and (Goal: 3 Early Learning)
 All students will perform at or above grade level and we will eliminate group disparities. We will also focus on early assessment and intervention at the Pre-K-3rd grade levels to ensure early academic success.

Target Area: Differentiated approach and equity of intervention resources to support each child (Focus on ELA for 2016-17) with a priority given to early learning.

IMPROVEMENT GOAL:

- Northeast will focus additional attention for each student not at grade level in order to increase achievement of each student. Students at grade level and above will also receive support for any gaps she/he has or the student will receive enrichment for the standard the class is focusing on.
- 1st – 3rd grade will receive additional support from interventionists to support Early Learning and reduce the possible need for more intense intervention beyond 3rd grade.

STRATEGIES FOR 2016-2017

IMPROVEMENT STRATEGY...	IMPROVEMENT ACTI VITY...	TIMELINE	WHO IS RESPONSIBLE?	FOCUS ON EQUITY	PD and RESOURCES NEEDED	MONITORING PROGRESS
Focus on improving Core instruction in ELA (2016-17) to reduce need for interventions: 100% trained and implementing the TPS ELA Framework. (GP2, GP3, GP4, GP5: Use of Whole Group/ Small Group / Independent/ One on One Conferring)	Implementation of ELA Framework GP2, GP3, GP4, GP5 Support school-wide writing stamina via use of strategies from Reading Street and the Portland Reading Writing Project.	2016-17 Support Timeline: <ul style="list-style-type: none"> • Monthly PD on ELA Framework Implementation • Each grade level meets weekly for PLC cycle • Coach Job Embedd 	Classroom teachers, ELL teacher, Interventionists, coach	Small Group and 1:1 Conferring = Individual instruction for individual needs of students.	<ul style="list-style-type: none"> • TPS District PD • TPS Building Hours • Monthly ELA PD during Staff Meeting • PLCs weekly • Incorporated focus into Data Days PD • Block Schedule for common planning and intervention schedule • Kidney tables (1 per classroom) • Peer Learning Labs (Visiting other teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) • TPS Curriculum • PLC cycle 	<ul style="list-style-type: none"> • Focused classroom observations and feedback by principal • Common Summative Assessments for each Unit • Learning Targets Posted in every classroom • Students understand what they are learning (learning target) (Evident to Student) • i-Ready assessment • Data Driven PLCs weekly • SBA • Classroom Walk Through (CWT)

		<p>ed Coaching</p> <ul style="list-style-type: none"> • Daily Pull Out (k-5) and Push In (1-3) intervention block schedule 				
<p>Create intervention blocks scheduling and support that allocates additional interventionist resources based on equity of need as determined by TPS assessment data.</p> <p>Double the support for ELA Early Learning Interventions grades 1st, 2nd, 3rd (Pull Out (30 min) and Push In (30 min) in class intervention with the interventionists and core teacher</p> <p>For grades 4th and 5th the students will be supported with Pull Out (30 min) and in class intervention (30 min) with the core teacher only.</p>	<p>Create an intervention block schedule that allocates resources based on equity for students in need of additional support. The schedule has double the early learning intervention times. The additional resources of ELL, LAP, Special Education, core teacher intervention, Reading Corps, and building interventionist support to ensure each student receives the support she/he needs.</p> <p>Implement the TPS ELA Framework</p>	<p>2016-17 Support Timeline:</p> <p>Twice daily (60 min. daily)</p>	<p>Interventionists (Special Education, LAP, ELL, Reading Corps, Teachers, Interventionist)</p> <p>Core Teachers</p>	<p>Focusing instruction based on standards and the individual needs of the students Meeting the needs of the individual students by allocating resources (Interventionists: ELL, LAP, Special Education, Reading Corps, Reading Interventionist) to the individual students based on assessment data.</p>	<ul style="list-style-type: none"> • Block Schedule • LAP funding and training • Reading Corps Funding and training • Building para • ELL Funding • Special Education Funding and training 	<ul style="list-style-type: none"> • i-Ready • DRA • Common summative and formative assessments per unit.
<p>A-Team Progress Monitoring and teaching artist partnership.</p>	<p>Intervention Team will meet quarterly with individual teachers to ensure each student is supported both inside the classroom and through additional intervention supports as needed. Resources are based on equity and individual student needs.</p>	<p>2016-17 Support Timeline:</p> <p>Quarterly</p>	<p>Interventionists (Special Education, LAP, ELL, Reading Corps, Teachers, Interventionist), Counselor, Social Worker, Psychologist</p>	<p>Monitor the individual needs of the students quarterly Meeting the needs of the individual students by allocating resources (Interventionists: ELL, LAP, Special Education, Reading Corps, Reading Interventionist) to the</p>	<p>Funding for roving substitute teacher focusing on Arts Infused Lessons (No teacher prep for lessons on these times) (4 times yearly)</p> <p>Partnering with Stafford Elementary School</p>	<ul style="list-style-type: none"> • i-Ready • DRA • Common summative and formative assessments per unit.

			Coach, Principal, Teachers	individual students based on assessment data.		
Use data to determine and inform classroom instruction, differentiation, professional development, intervention groups, LAP intervention groups, and school-wide decision making	Implementation of ELA Framework GP2, GP3, GP4, GP5 Intervention schedule and meeting time. A-Team progress monitoring 4 times a year	2016-17 Support Timeline: <ul style="list-style-type: none"> Monthly PD on ELA Framework Implementation Each grade level meets weekly for PLC cycle Coach Job Embedded Coaching Daily Pull Out (k-5) and Push In (1-3) intervention block schedule 	Classroom teachers, tier specialists, PE Library, Music teacher, ELL teacher, Interventionists, coach	Focusing instruction based on standards and the individual needs of the students Meeting the needs of the individual students by allocating resources (Interventionists: ELL, LAP, Special Education, Reading Corps, Reading Interventionist) to the individual students based on assessment data.	<ul style="list-style-type: none"> TPS District PD TPS Building Hours Monthly ELA PD during Staff Meeting PLCs weekly Incorporated focus into Data Days PD i-Ready Training Block Schedule for common planning and intervention schedule Kidney tables (1 per classroom) Peer Learning Labs (Visiting other teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) TPS Curriculum PLC cycle 	<ul style="list-style-type: none"> Use of i-Ready Data and Data Notebooks in One Note (Grade Level) Interventionist Data Meetings Stafford Intervention Model (A-Team) meetings Focused classroom observations and feedback by principal regarding data Common Summative Assessments for each Unit Data Driven PLCs weekly SBA Classroom Walk Through (CWT)
Weekly Data Driven PLCs with the PLC process (see PLC form)	Teachers will meet weekly for their Data Driven PLC process focused on ELA for 2016-17. <ul style="list-style-type: none"> Unpacking/Unwrapping the Standard based on the Standards mapping from each grade level. Develop and revise standards-based common assessments Plan unit/lessons to common assessments, progression to mastery learning targets 	Weekly and 1 hour monthly (7 building hours)	PLC grade level teams	Focusing instruction based on standards and the individual needs of the students	7 building hours for the additional monthly 1 hour PLC after school. PD on PLC process lead by principal	Weekly PLC process is occurring. (See PLC process document)

	<ul style="list-style-type: none"> • Monitor and adjust daily instruction/lessons based on daily formative assessments • Analyze results of formative and common assessments • Create intervention plan in the classroom and with the Intervention Team 					
Peer Learning Labs	Teachers will collaborate with coach on Peer Learning labs. Focus on improving instruction. Including Preschool teachers. And specialist. To visit arts infused schools.	October-June	Coach, teachers	Depends on what the focus is of the Peer Learning Lab.	Peer Learning Lab protocol and support from Teaching and Learning	Number of Peer Learning Labs per teacher
Maintain and support a strong Arts-Infusion Focus for best practice achievement for all students including students at all tier levels.	<p>Visibly identify the multiple pathways for learning used at Northeast Tacoma with research from Arts Impact and other resources on closing the achievement GAP</p> <p>Promote a family centered history night promoting talent, written and spoken word event and dance event where all families are celebrated.</p> <p>*Highlighting quality work throughout the hallways including standards attached to the works.</p>	Nov.- June	Principal and instructional coach. Art specialist such as Music, PE, and literacy arts (Librarian)	<p>Increasing student voice and ownership connected to student's personal experience/ life.</p> <p>Teaching to multiple types of learners not just traditional Auditory/ Sequential</p>	<p>Complete process of innovative schools application.</p> <p>Develop an Arts based PLC with the specialists in music, PE and Library to create family focused events. Focusing on the narratives of our community through arts based work.</p>	<ul style="list-style-type: none"> • Public presentation of arts impact data, • Request a survey monitor of a sub cohort group consisting of underserved students and gain parent input into the arts infused enrichment as desired by the families and students of our school.
Increasing systematic vocabulary acquisition for all tier levels of vocabulary through the arts.	Incorporate arts infused vocabulary practice in all subject areas through music, movement, visual arts and technology.	Sept.- June	Tier specialist including ELL, LAP, Speech, Student services, classroom teachers. PE teacher, Music teacher.	Focus on individual students' needs at all three tiered levels.	<p>Tier researched vocabulary for academic success.</p> <p>Marzano's vocabulary research, common core research on vocabulary skills, visible tier work for teacher support</p>	Monitoring an increase in sub cohort grouping of tier students such as ELL, LAP, Student services, and Speech.

District Improvement Plan Goal: (Goal 1: Academic Excellence)
All students will perform at or above grade level and we will eliminate group disparities.

Target Area: MATHEMATICS

Improvement Goal:
Goal:

SBA:

- By the spring of 2017, students will increase their math SBA scores as by 11% from the previous year/grade’s assessment scores.
 - By spring of 2017 3rd grade students will increase from to 65% meeting standard as measured by SBA proficiency standard.
 - By spring of 2017 4th grade students will increase from the current from the last year’s 33.8% meeting standard to 44.8% meeting standard as measured by SBA proficiency standard.
 - By spring of 2017 5th grade students will increase from the current from the last year’s 65.6% meeting standard to 76.6% meeting standard as measured by SBA proficiency standard.

iReady

- Students will increase a minimum of one year’s growth in one year’s time from the Fall to Spring i-Ready assessment for each grade level K-5.

STRATEGIES FOR 2016-2017:

IMPROVEMENT STRATEGY...	IMPROVEMENT ACTIVITY...	TIMELINE	WHO IS RESPONSIBLE?	FOCUS ON EQUITY	PD ad RESOURCES NEEDED	MONITORING PROGRESS
Facilitate Best practices in Math.	Utilize, Showcase and Display grade level use of the Math Habits of Mind. Engage in Mathematical interaction specifically but not limited to district pacing guide suggestions for each grade level. Utilize the Daily 3 in Math. Implement Peer Learning Labs in Gr 3-5 To sustain Math Studio practices	2016-17 Support Timeline: Sept. - June	Classroom teachers, principal, instructional coach, student services teacher		Math protocols, posters, math expressions pacing of HOM introduction. TDG Instructional coach, Protocols for teaching Math habits, District resources for MHOM	Observational data gathering with Principal and Instructional coach, Walk through Data snaps with Instructional facilitators from TDG and district
Increase the comprehension of grade level “Math Expressions”/CCSS vocabulary through integrated arts.	Teacher will incorporate arts based practices for deeper learning and understanding of math expressions math vocabulary to increase the understanding of math as measured by an increase in Math scores on story problems.	2016-17 Support Timeline: Sept. June	Classroom teachers, tier specialists, PE Library, Music teacher, ELL teacher, coach		Student work, pacing guides Arts Impact, High Yield Strategies in vocabulary development using arts.	Formative pre and post assessments of chapter vocabulary.
Make thinking visible across the math curriculum	Teachers will incorporate Thinking Routines, Protocols, TDG Best Practices, Student Discourse, and Posting Learning Targets	2016-17 Support Timeline: Sept. June	Classroom teachers, tier specialists, PE Library, Music teacher, ELL teacher, coach	Increasing student voice and ownership connected to student’s personal experience/ life. Teaching to multiple types of learners not just traditional Auditory/ Sequential	<ul style="list-style-type: none"> • NET PD strategies • Thinking Routines/ Protocols/ Student Discourse document • Professional Development Library (Offer book/resource ideas to principal as needed) • Peer Learning Lab: Coaching with Coach (Visiting other willing teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) 	<ul style="list-style-type: none"> • SBA • I-Ready • Classroom observations and feedback by principal • Classroom Walk Through (CWT) • Learning Targets Posted in every classroom • Students understand what they are learning (learning target) (Evident to Student)
Peer Learning Labs	Teachers will collaborate with coach on Peer Learning labs. Focus on improving instruction.	2016-17 Support Timeline:	Coach, teachers	Depends on what the focus is of the Peer Learning Lab.	Peer Learning Lab protocols and support from Teaching and Learning	Number of Peer Learning Labs per teacher

		October- June				
Use data to determine and drive classroom instruction, differentiation, intervention groups, professional development, and school-wide decision making	Teachers will use SBA, i-Ready, Common Assessments data, use of common pre-assessments for intentional planning, use of formative assessments for learning (differentiation, planning, and small group instruction) Classroom Walk Through data	2016-17 Support Timeline: Sept. June	Classroom teachers, tier specialists, PE Library, Music teacher, ELL teacher, coach	Focusing instruction based on standards and the individual needs of the students	<ul style="list-style-type: none"> • TPS PD • Thinking Routines/ Protocols/ Student Discourse document • Building Days • TPS PD District Days and Training • Professional Development Library (Offer book/resource ideas to principal as needed) • Coach • TPS Curriculum Guide • i-Ready • Professional Development Library (Offer book/resource ideas to principal as needed) • Peer Learning Lab: Coaching with Coach (Visiting other willing teachers classrooms with Coach for Side-by-Side Coaching in classroom and after classroom visit) 	<ul style="list-style-type: none"> • SBA • I-Ready • Classroom observations and feedback by principal • Classroom Walk Through (CWT) • Learning Targets Posted in every classroom • Students understand what they are learning (learning target) (Evident to Student)
Teach students how to read closely math problems.	Teachers will implement close reading protocols including three-reads and CUBES as a grade level and model ways to read a math problem as measured by public records, visible protocols, songs, and visible thinking strategies of grade level close reading.	2016-17 Support Timeline: September-June	Classroom teachers, tier specialists, PE Library, Music teacher, ELL teacher, Interventionists, coach		Math Expressions Materials, Studio Math resources Close reading for math protocols such as CUBES as measured by public records.	Pretests and end of Unit Assessments of story problems.
Participate in grade level fluencies for number sense.	Teachers will incorporate and track grade level fluency practices including but not limited to addition, subtraction, multiplication, division. Ensure each grade level is horizontally aligned and vertically aligned by using Washington State Learning Standards.	2016-17 Support Timeline: September-June	On line fluency tracking programs, Classroom teachers and instructional coach.		Common core grade level documents, pre and posttests in math standards in number sense. Incorporate Mathletics, Moby-Max, Math Splash, Scoot Pad. Math standards and report card benchmarks, student assignments to math fluency tracking	Teacher/coach learning lab. Common core research on fluency benchmarks.
Design by grade level at least four formative assessments as directed by report card standards and CCSS/WLSL grade level standards.	Teachers will incorporate formative and/or on-line math assessment data in grade level meetings and PLC's for examination of below benchmark students, at benchmark students, and above benchmark students for differentiation.	2016-17 Support Timeline: Oct. – June	Grade level teachers		Common core math work in grade level bands, progressions documents, formative assessment resources District and building work supporting Smarter Balanced-type	PLC agendas, standards examination notes/public records

					assessments from SBA question bank	
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District Improvement Plan Goal: (Goal 2: Partnerships)
 We will fully engage our parents, community and staff in the education of our children.

Target Area: Utilize parent and community partnerships to support NET with our SIP goals/strategies

IMPROVEMENT GOAL:

- Create a Family Ties Committee (Family, Community, and School Partnership Committee) that partners with our families and community. Together the team will seek out perspectives to ensure our learning and work environments are enriched and improved by the contributions and presence of the family and community we serve.
- Family Ties Committee will create a Family and Community Action Plan based on Epstein’s model and 6 types of partnership. The Action Plan will help align community supports and help NET meet our SIP goals.
- Each strategy after the first strategy (Create Family Ties) are other strategies that were thought about from other SIP of the past. The Family Ties committee will create the Action Plan, which may include the ideas of the previous plans, but it is not required.

STRATEGIES FOR 2016-2017:

IMPROVEMENT STRATEGY...	IMPROVEMENT ACTIVITY...	TIMELINE	WHO IS RESPONSIBLE?	FOCUS ON EQUITY	PD and RESOURCES NEEDED	MONITORING PROGRESS
Create Family Ties Committee (Family and Community Partnership Engagement) where parents, teachers, and community partnerships establish an Action Plan to support NET with our SIP goals.	<p>PTA support and parents art committee for the arts through reflections, financial support</p> <p>Create Family Ties Committee (Family and Community Engagement) to help organize, create a plan to help align community support for NET.</p> <p>Partnering with JBLM to have volunteers.</p> <p>Action Plan for Partnerships will focus on the 6 types of partnerships</p>	<p>2016-17 Support Timeline:</p> <p>Monthly Family Ties Committee Meetings</p>	PTA, Family Ties Committee, principal and instructional coach	Ensure our learning and school environments are enriched and improved by the contributions, perspectives and presence of diverse participants.	<p>Systematic communication for PTA to all parents in their native language.</p> <p>Translation support</p> <p>Family Ties committee to create plan and professional development needs.</p> <p>UW Tacoma training and PBIS support</p>	<ul style="list-style-type: none"> • Increase in attendance and participation in school wide events including PTA membership, parent conferences and parent teacher meetings. • Establish community partnerships to help NET.
In the Action Plan, the Family Ties will consider how to: Celebrate the achievements in core subjects such as Math,	Begin Math fluency celebrations, TK assemblies, and promote a system of self-reflection and management for kids to use as created by PBIS,	Sept. June	Family Ties Committee, Principal, reading teacher,		<p>Math fluency tracking data tracking, PBIS committee work</p> <p>Parent information of new assemblies and their foci</p>	<ul style="list-style-type: none"> • Examine school assembly goals through a mission and vision process (PBIS)

Reading and leadership qualities such as habits of mind and self- manager system.			instructional coach, teachers			<ul style="list-style-type: none"> Prepare and launch a self-management prototype with baseline data.
In the Action Plan, the Family Ties will consider how to Continue an Arts-Infusion Focus	Retool and anticipate innovative school application launch with support from Toni Pace and SCDM team and community.	April- June	Family Ties Committee, Instructional coach and Principal, district support.		Information to parents, community partnership at district level. Goal setting for using NET parents as arts support and resources.	<ul style="list-style-type: none"> A visible action plan related to our arts infused innovative school plan with dates related to school goals.
In the Action Plan, the Family Ties will consider how to: Increase parent and community participation and collaboration in math growth.	Increase parent access to SBA resources through school newsletter, district SBA information, Brain Pops online activities, Bedtime Math. Teachers will support math and science night activities by demonstrating grade level ways to increase parent participation in Math and science learning.	Sep – June	Family Ties Committee, NET Staff	Ensure our learning and school environments are enriched and improved by the contributions, perspectives and presence of diverse participants.	Math resources for smart phones, computer, library, free science opportunities for summer learning, PTA sponsorship Technology learning tool support, incentives, outside science or math partnerships	Tracking attendance, parent feedback on science and math night. Agendas and minutes of planning committees
In the Action Plan, the Family Ties will consider how to: Develop effective ways to communicate with families and explicitly teach families an understanding of Best practices and how families can support their child’s learning at home.	Incorporate the use of social worker, school counselor, building Para for tier one PBIS support.	November- June	Teachers, LAP, principal, instructional coach. Specialist.		Staff meeting support for PBIS PD monthly with Greg Benner and Kelsey Schmidt, weekly PBIS data meetings,	Percent of families served through social work, counselor and Tier 1 and 2 PBIS support, tracked. The percent of students who’s behavior data has improved.
In the Action Plan, the Family Ties will consider how to: Create an environment where students, parent, teachers, and staff see attendance as a primary responsibility.	Monthly grade level tracking on bulletin board outside main office. Office calls home every day, documenting call and sharing with teacher. Quarterly certificates and stickers for perfect and improved attendance.	September- June	Office Staff, Classroom teachers		Contact information Data from Pat Cummings and ESIS	Student attendance rates
In the Action Plan, the Family Ties will consider how to: Math collaboration with family support.	Develop an action plan with Math leadership from the district and the building leaders to examine cross cutting concepts with student discourse, engagement and habits of mind and interaction in the classroom.	September- June	Math leadership team, Principal instructional coach, families, and our community partnerships.		Develop common agreements on the use of Habits of Mind and interaction and student discourse. Create grade level expectations for parents and fluency celebrations.	

	Communicate clear math goals for homework including fluencies.				Use of 30 min. of each waiver day to facilitate grade level action planning. Create fluency celebrations with families.	
In the Action Plan, the Family Ties will consider how to: Integrated Arts Infusion	Arts and learning Celebration	Spring; April	Whole school		Materials for set up, community partnership for food and materials Documentation of arts and learning research.	Percent of families
In the Action Plan, the Family Ties will consider how to: Explore funding for before and after school enrichment including but not limited to STEM classes, chess, Spanish, visual arts, yoga, and dancing.	Increase student engagement by initiating a contract and protocol of support needed for before and after school enrichment activities.	September-June	Staff, district community partnership work. PTA		Community resource support, PTA, grants and funding for lower income families. Creating contract documents and exploring funding options for the following year.	Finished document at the end of the 2016-2017 year.
In the Action Plan, the Family Ties will consider how to: Extra-curricular activities	Outreach Committee activities: Food Drive, Book Study, Uniform Bank My Sister's Pantry weekend snack packs NW Community Center afterschool program Safe Streets Broadway Center for Performing Arts	September-June	Staff , volunteers,			Food and supplies Uniform Bank Minutes from Committee meetings

District Improvement Plan Goal: (Goal 3: Early Learning)
 We will focus on early assessment and intervention at the Pre-K-3rd grade levels to ensure early academic success.
 Specifically we will focus on readiness skills, intervention, and transitional support at the pre-K and K through second grade levels to ensure early academic success.

IMPROVEMENT GOAL:

- By spring of 2017, the Gold assessment will increase by 11% compared to the previous year.

STRATEGIES FOR 2016-2017

IMPROVEMENT STRATEGY...	IMPROVEMENT ACTIVITY...	TIMELINE	WHO IS RESPONSIBLE?	FOCUS ON EQUITY	PD and RESOURCES NEEDED	MONITORING PROGRESS
Provide transitional opportunities for students.	Students visit kindergarten the spring before enrollment. Kinder Jump Start in Aug.	April August	K staff	Ensure each child is supported with her/his transition to school.	Enrollment process, packet of to-do-before-kindergarten activities	Attendance of families

	Transition visits Pre-K to K in the spring.					
Double the support for Early Learning Interventions grades 1st, 2nd, 3rd (Pull Out and Push In)	Create an intervention block schedule that allows for double the early learning intervention times. This would also allow for ELL, LAP, Special Education, core teacher intervention, Reading corps and building interventionist support to ensure each student is supported	Daily	Interventionists (Special Education, LAP, ELL, Reading Corps, Teachers, Interventionist)	Focusing instruction based on standards and the individual needs of the students Meeting the needs of the individual students by allocating resources (Interventionists: ELL, LAP, Special Education, AmeriCorps Reading, Reading Interventionist) to the individual students based on assessment data.	Block Schedule LAP funding and training AmeriCorps funding and training Building para ELL Funding and training Special Education Funding and training	i-Ready DRA Common summative assessments per unit.
A-Team Progress Monitoring Support	Intervention Team will meet quarterly with individual teachers to ensure each student is supported both inside the classroom and through additional intervention supports as needed. Resources are based on equity and individual student needs.	2016-17 Support Timeline: Quarterly	Interventionists (Special Education, LAP, ELL, AmeriCorps, Teachers, Interventionist), Counselor, Social Worker, Psychologist Coach, Principal, Teachers	Monitor the individual needs of the students quarterly Meeting the needs of the individual students by allocating resources (Interventionists: ELL, LAP, Special Education, AmeriCorps Reading, Reading Interventionist) to the individual students based on assessment data.	Funding for roving substitute teacher (4 times yearly) Partnering with Stafford Elementary School	<ul style="list-style-type: none"> • i-Ready • DRA • Common summative and formative assessments per unit.
Prevent summer gaps in learning by creating summer programs at NET	Support Ready Set read preschool and summer reading program and Jump start Kindergarten for preschoolers and their parents ELL and LAP summer schools.	July	Reading Corps	Ensure each child is supported with her/his transition to school.		
Incorporate and develop preschool and Kindergarten parent meetings in reading readiness.	ECAP and NET instructional coach and librarian and ready set read will explore preschool reading program for check out, take home reading books and information to families on reading to your child.	September-June	Preschool team, Principal, Instructional coach, community partnerships.	Connect with individual students and their families to support each student and family to support each student.	Reading books, parent resources, and library check reading readiness in all preschool classrooms is best practice. Ongoing training at staff meetings, Waiver Days, Summer Institutes, partnerships with other Arts Schools	Check out tracking of preschool and Spanish language picture books
Weekly Data Driven PLCs	Teachers will meet weekly for their Data Driven PLC process focused on ELA for 2016-17. <ul style="list-style-type: none"> • Unpacking/Unwrapping the Standard. 	Weekly and 1 hour monthly (7 building hours)	PLC grade level teams	Focusing instruction based on standards and the individual needs of the students	(7 building hours) PD on PLC process lead by principal	Weekly PLC process is occurring. (See PLC process document)

	<ul style="list-style-type: none"> Develop and revise standards-based common assessments Plan unit/lessons to common assessments, progression to mastery learning targets Monitor and adjust daily instruction/lessons based on daily formative assessments Analyze results of formative and common assessments Create intervention plan in the classroom and with the Intervention Team 					
Peer Learning Labs	Teachers will collaborate with coach on Peer Learning labs. Focus on improving instruction.	October-June	Coach, teachers	Depends on what the focus is of the Peer Learning Lab.	Peer Learning Lab protocol and support from Teaching and Learning	Number of Peer Learning Labs per teacher

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

IMPROVEMENT GOAL:

- Establish and consistently utilize Tier 1 school-wide TWCI/PBIS plan, providing students with strategies to be successful students in class and on the playground
- Establish reliable baseline data and reduce baseline data with implementation of TWCI/PBIS plan.
- By June 2017 parents indicating they believe their child's school is safe for their child, will increase from 85% to 90% as measured by the district climate survey.

NEW STRATEGIES FOR 2016-2017:

IMPROVEMENT STRATEGY...	IMPROVEMENT ACTIVITY...	TIMELINE	WHO IS RESPONSIBLE?	FOCUS ON EQUITY	PD and RESOURCES NEEDED	MONITORING PROGRESS
Implement Tacoma Whole Child Initiative (TWCI)/ PBIS	Focus on solidifying Tier 1 interventions before moving to school-wide Tier 2 and 3 interventions.	2016-17 Monthly PD with Greg Benner Monthly TWCI/PBIS Committee Meetings Daily support with para educator connected to implementin	TWCI/PBIS Committee TWCI/PBIS support para educator Principal Coach	Invite Justina Johnson to speak Focus on the individual needs of students and their specific needs for Tier 1, 2, and 3.	7 building hours for TWCI/PBIS PD with Greg Benner Monthly TWCI/PBIS implementation support from TPS TWCI/PBIS building para educator	eSchoolPlus data

		g TWCI/PBIS				
Utilize TWCI/PBIS Committee to help maintain a safe learning environment so all students can learn.	Subgroup of TWCI/PBIS committee with be our safety committee. The safety committee will set and reviews safety procedures and monitor and update Safety Plan.	September- June	Safety Committee		Walkie Talkies Org. Chart	Monthly drills
Increase Campus Safety	Updated Safety Plan include plans in place for children and playground who need additional support. Update and use playground manual and training.	September – June	Principal and Safety Committee		Video surveillance equipment upgrades, District Security and TPD personnel presence	
Improve Threat Awareness	Develop/revise a threat analysis and response plan	September- June	Principal and Safety Committee		TPD/District staff Training on intruder response	