

District Improvement Goals	
Goal 1	Increase achievement for all students each year by 10%. (Based on the difference between the 2007 WASL scores and 100% of students meeting state standard.)
Goal 2	Decrease the gap between underperforming subgroups and the district average performance on the WASL by 10% annually.
Goal 3	Decrease the dropout rate by 10% annually.
Goal 4	Reduce the number of students not graduating by 10% annually.

2007-08 Goals, Strategies and Activities	
Goal 1. Increase achievement for all students each year by 10% of the difference between the 2006 WASL scores and 100% of students meeting state standard.	
Strategy a.	Develop a system to ensure that school and district improvement efforts are aligned with district goals annually.
	1.a.1. Annually implement and align school improvement and district improvement plans that have been modified in accordance with student achievement data.
	1.a.2. Develop plans for both Title I and non-Title I schools that have not met AYP goals.
Strategy b.	Expand instructional learning environment options for students
	1.b.1. Create free full day Kindergarten classes at all elementary schools.

Person(s) Responsible	Evidence of Implementation September 2007 - September 2008
A. Jarvis	<ul style="list-style-type: none"> District Improvement Plan (DIP) is completed and submitted to OSPI. School Improvement Plans (SIP) are developed at every school. SIP/DIP annual review process and timeline is completed. SIP/DIP annual report is provided to the Board of Directors.
A. Jarvis L. Herndon	<ul style="list-style-type: none"> Plans for schools are completed. District budget reflects support for both Title I and non-Title I school's school improvement efforts.
L. Herndon	<ul style="list-style-type: none"> Full day classes are in place at every elementary school.

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	<p>1.b.2. Increase instructional time for students.</p>	<p>L. Herndon</p> <ul style="list-style-type: none"> • A variety of scheduling options are made available to schools.
Strategy c.	<p>Develop and support a collaborative learning culture that ensures the use of data driven decision making to improve student achievement</p>	
	<p>1.c.1 Create collaborative team structures to facilitate professional learning communities in every school, department, and across the district.</p>	<p>L. Herndon M. Power</p> <ul style="list-style-type: none"> • District definition of Professional Learning Community is created. • Collaborative teams are formed. • Protocols to guide collaborative discussions around student work and student achievement are adopted. • Training on gathering and analyzing data is provided.
	<p>1.c.2. Identify, design and implement comprehensive school/family/community partnership programs linked to District and School Improvement Plans that are culturally aligned with school and district demographics.</p>	<p>A. Jarvis M. Power</p> <ul style="list-style-type: none"> • Parent Involvement Associate model is expanded to Non-Title I schools. • Complementary Learning model is developed and implemented.
Strategy d.	<p>Deliver research-based instruction, materials, and assessments that support best practices in teaching and learning.</p>	
	<p>1.d.1. Provide curriculum aligned with state standards.</p>	<p>M. Power</p> <ul style="list-style-type: none"> • Timeline for curriculum adoption cycle is adopted. • Budget for adoptions is adopted. • Curriculum frameworks are available. • Ongoing alignment is created as standards are revised. • Curriculum based assessments are implemented as they are developed. • District assessments are developed and implemented. • Intervention curricula in reading and math are adopted.
	<p>1.d.2. Identify and implement effective instructional strategies that are evident in every K-12 classroom.</p>	<p>M. Power</p> <ul style="list-style-type: none"> • Project Quality teaching standards that are aligned to state standards are being used. • Access to research-based best instructional practices to include diverse learners is provided. • Multiple classroom based assessments are used. • Learning walks by building and district leadership are conducted to provide feedback on instruction. • Parents are provided access to student's grades online.
Strategy e.	<p>Ensure that all staff provide the best instruction to meet the needs of all students.</p>	

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	<p>1.e.1 Implement a comprehensive professional development program that provides standards based instructional best practices for all staff.</p>	M. Power	<ul style="list-style-type: none"> • A professional development program is developed. • A summer institute for Kindergarten teachers to learn the full day curriculum is provided. • A professional development calendar is developed. • Job embedded professional development provided by Instructional Facilitators and Coaches is expanded to all schools. • Professional Growth Plans are tied directly to SIP/DIP plans.
	<p>1.e.2. Implement a professional development program to build leadership capacity of school administrators.</p>	L. Herndon M. Power	<ul style="list-style-type: none"> • Leadership development for school administrators is provided.
<p>Goal 2. Decrease the gap between NCLB subgroups and mainstream students on the WASL by 10% annually.</p>			
Strategy a.	<p>Develop systems to close the gap between underperforming subgroups and district average performance.</p>		
	<p>2.a.1 Target teacher training to meet the needs of specific subgroups of students.</p>	M. Power	<ul style="list-style-type: none"> • Staff are trained in how to determine appropriate instructional strategies to aid students in meeting IEP and SLP goals and objectives. • Training in cultural competency, second language acquisition, and issues of poverty are provided district-wide.
	<p>2.a.2. Provide outreach to parents of students in high risk groups.</p>	A. Jarvis L. Herndon	<ul style="list-style-type: none"> • Community partners have been identified and are engaged with the schools.
	<p>2.a.3. Increase achievement expectations for special population students that align with state standards and protocols.</p>	L. Herndon M. Power	<ul style="list-style-type: none"> • A Pyramid of Intervention/Response to Intervention system is adopted.
	<p>2.a.4. Provide rigorous instruction so students are prepared to take advanced courses.</p>	L. Herndon M.Power	<ul style="list-style-type: none"> • Rigorous instructional models are piloted and outcomes analyzed to determine implications for replication.
	<p>2.a.5. Recruit and support under represented students in advanced courses and programs.</p>	L. Herndon	<ul style="list-style-type: none"> • Program placement is representative of student demographics.
Strategy b.	<p>Attract, develop and retain highly qualified staff that reflects our student demographics</p>		

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	2.b.1 Recruit at colleges and universities that reflect the district's demographics.	Assistant Sup't HR	<ul style="list-style-type: none"> Recruiting trips to higher education institutions were taken.
	2.b.2 Improve the quality of the new teacher induction and mentoring program.	L. Herndon M. Power	<ul style="list-style-type: none"> Re-designed new teacher program is in place for fall hires.
	2.b.3 Re-create the mentorship program for newly hired principals.	L. Herndon M. Power	<ul style="list-style-type: none"> Principal mentor program in place for fall hires.
Goal 3. Decrease the dropout rate by 10% annually.			
Strategy a.	Develop dropout prevention system		
	3.a.1 Provide support to students at risk of dropping out.	L. Herndon M. Power	<ul style="list-style-type: none"> Elementary literacy training is provided as a prevention effort. Transition activities for preschool, 5th and 8th graders have been provided. Alternative learning opportunities have been provided. Community partners have been identified. Career program has been provided.
	3.a.2. Implement effective transition activities between levels.	L. Herndon M. Power	<ul style="list-style-type: none"> Transition summer school has been provided for 5th to 6th and 8th to 9th. 7th/8th grade students visit high schools and create high school and beyond plans.
	3.a.3. Develop a plan to improve student attendance.	L. Herndon M. Power	<ul style="list-style-type: none"> Student attendance is monitored and reported to parents. Partnerships have been developed with community based organizations. Academic alternatives in the community have been created for students who are long-term suspended. School boundaries and attendance patterns have been clarified.
	3.a.4. Create alternatives for middle school students.	L. Herndon M. Power	<ul style="list-style-type: none"> A middle school alternative program has been created.
	3.a.5. Provide robust K-12 enrichment and elective programs.	L. Herndon M. Power	<ul style="list-style-type: none"> Enrollment by students at risk of dropping out is increased in enrichment and elective classes.
Goal 4. Reduce the number of students not graduating by 10% annually.			
Strategy a.	Develop a system to ensure that students remain on track for graduating.		

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<p>4.a.1. Increase student, staff and parent awareness of graduation requirements.</p>	<p>M. Power</p>	<ul style="list-style-type: none"> • Graduation support specialists are in place at every high school. • Graduation requirements are published on district website and provided in different formats to families. • Staff have been trained on the collection of evidence. • Certificate of academic achievement and diploma options for students have been expanded.
<p>4.a.2 Increase innovative program options for students.</p>	<p>M. Power</p>	<ul style="list-style-type: none"> • A greater range of program opportunities are available to students. • Online learning opportunities are expanded. • Credit retrieval program options are expanded.