

*School Improvement Plan  
Puyallup School District  
2018-2019*

**School Information**

School Name: Waller Road Elementary School  
Principal: Stephany Brown  
Address: 6312 Waller Road E  
District: Puyallup School District  
County: Pierce  
City, State, ZIP: Tacoma, WA 98443

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

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Stephany Brown  
Principal

Dr. Brian Lowney  
Chief Academic Officer

**School Mission:**

The Waller Road Elementary staff believes in challenging learners to achieve their full potential by working together as a professional learning community.

**School Vision:**

Waller Road students will be: Proficient in reading, writing, and mathematics and able to apply these skills across all curricular areas. Students will work towards becoming: critical thinkers, who are able to solve complex problems; engaged, self-directed, life long learners and effective listeners and communicators, who are able to understand and respect diversity.

***Each teacher, principal, and school in the Puyallup School District will:***

- ✓ *set measurable annual goals aligned to district and state outcomes,*
- ✓ *base goals on benchmark indicators and data around three goal areas (see below),*
- ✓ *define improvement activities and implementation plans that support achievement of the goals,*  
*and*
- ✓ *report on the results of this improvement process*

**GOAL 1: EQUITY AND SOCIAL JUSTICE**

*We will focus on equity and social justice in order to promote collective responsibility, build a positive culture, and close the achievement gap.*

*What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?*

<b>GOAL</b> We will focus on equity and social justice in order to promote collective responsibility, build a positive learning culture, and close the achievement gap.
<b>OPTIONAL GOALS</b>
– <i>Opportunity gap goal (student access to AP/CITHS/RS/CTE)</i>

<u><b>Action Steps</b></u> <i>What action steps do we think will generate improvement?</i>	<u><b>Evidence</b></u> <i>What evidence will we use to measure progress?</i>	<u><b>Resources/Timeline</b></u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u><b>Individual Commitments</b></u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
*School-wide Morning Meeting *Classroom Community Circles *Second Step	*Monitor and chart behavior data	*Responsive Classroom Strategies *Second Step Curriculum	*All school staff members (certificated and classified) *Counselor >consistently implementing classroom community circles >abide by the behavior matrix >fidelity with teaching Second Step lessons
*Having a good understanding of the definition of 'Social Justice'.	*We will address Social Justice topics/issues throughout the school year, more specifically during professional development opportunities with all staff members present.	*Cultural Competence Framework *Culturally Responsive Teaching	*The AVID Site Team, in partnership with the Leadership Team will plan and present activities. The overall staff will be active participants in all planned activities.

## GOAL 2: COLLEGE AND CAREER READINESS

*We will increase the college and career readiness of our students to ensure that each student is prepared for a meaningful post-secondary opportunity.*

*What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?*

### GOAL

We will increase college and career readiness in order to ensure that each student is prepared for a meaningful post-secondary opportunity.

### OPTIONAL GOALS

– *Other College and Career Readiness goal?*

<p><b><u>Action Steps</u></b>  <i>What action steps do we think will generate improvement?</i></p>	<p><b><u>Evidence</u></b>  <i>What evidence will we use to measure progress?</i></p>	<p><b><u>Resources/Timeline</u></b>  <i>What are the best resources?            What is an appropriate timeline for the action steps?</i></p>	<p><b><u>Individual Commitments</u></b>  <i>Who will be involved?            What will they do?            (Name/Role/Action)</i></p>
<p>*Teachers and students will brainstorm academic language to describe successful teachers, students, and classrooms.</p>	<p>*Displays around the school and in classrooms of successful students and teachers.</p>	<p>*Classes will create visuals of successful students and teachers in the month of September.</p>	<p>*Classroom teachers are committed to creating these visuals with their students.</p>
<p>*AVID trained teachers in grades 4th - 6th will assess student organizational skills.</p>	<p>*Those teachers new to Waller Road, will be informed by grade-level teammates on how to score and submit scores into the Schoology folder for everyone to have access to.</p>	<p>*Teachers will submit rubric and have spreadsheets completed and submitted by October 31st.</p>	<p>*AVID trained teachers are tracking scoring of all of their students.</p>

### GOAL 3: INCREASED STUDENT ACHIEVEMENT (*THROUGH GOAL-SETTING AND RTI*)

*We will implement cycles of student growth goals and supporting RTI practices (both academic and behavior) in order to increase student achievement.*

*What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?*

#### **GOAL:**

We will implement cycles of student growth goals and supporting RTI practices (both academic and behavior) in order to increase student achievement.

#### **OPTIONAL GOAL:** Other goals? Reference to Title Plan/goals (if applicable)

##### **Principal 3.5**

- Goal: Clearly written student growth goals at each grade level that are connected to and measured by assessments resulting in student achievement and overall student growth.
- Target: Waller Road staff members will actively participate in professional development that clearly makes connections between student growth goals and the influence of RTI practices through concentrated instruction.
- Each grade level will have clearly written student growth goals that are connected to and measured by assessments resulting in student achievement, beginning in October.
- We are continuing to implement systematic RTI practices, kindergarten through sixth grade where there is collective responsibility.

##### **Principal 5.5**

Goal: Grade levels are identifying essential standards used to track data, as well as reinforce student's growth as gathered on performance plus, as connected to the grade level growth goals.

Evidence/Impacts:

- ✓ Using data, we are able to identify the specific learning needs of students (essential standards) and are prepared to support the learning of all students.
- ✓ Teachers work together to create common assessments/formative assessments, to identify effective data (such as assessments with curriculum), and performance plus data to actively and authentically use to diagnose and address student learning needs, as connected to the grade level growth goals.
- ✓ All grade levels ensure that all students' progress will routinely be monitored and addressed as it relates to RTI.

<p><b><u>Action Steps</u></b>  <i>What action steps do we think will generate improvement?</i></p>	<p><b><u>Evidence</u></b>  <i>What evidence will we use to measure progress?</i></p>	<p><b><u>Resources/Timeline</u></b>  <i>What are the best resources?            What is an appropriate timeline for the action steps?</i></p>	<p><b><u>Individual Commitments</u></b>  <i>Who will be involved? What will they do?            (Name/Role/Action)</i></p>
<p>*Balanced Literacy Program</p>	<p>*Includes meaningful literacy instruction for ALL students, using assessment data to differentiate instruction, providing intervention, whole and small group instruction as well as additional learning time within the school day.</p>	<p>*Journey's Reading Curriculum            *Title/LAP Intervention Program            *ELL Program            *Special Education Program            *Evidence of progress will be monitored throughout the school year.</p>	<p>*Classroom teachers and Title/LAP teachers will deliver instruction and 'double dose' those students whose data suggest they will benefit from the extra within school intervention time.</p>
<p>*Family Engagement</p>	<p>*Parent and student surveys -perceptions of Waller Road.</p>	<p>*Electronic survey sent home to families of students in grades Kindergarten through Second. Students in grades third through sixth will complete the students survey while in classrooms.</p>	<p>*Administration will send out the surveys electronically to parents of students in grades Kinder thru second. Classroom teachers will administer student surveys on computers during class time.</p>
<p>*Professional Learning Communities</p>	<p>*Establish 2-3 power standards per year based on essential learnings that need to take place for the year.</p>	<p>*Grade-level specific essential standards. This is worked on during PLC time within the scheduled time and also on job-alike days with teachers from around the district in the same grade-level.</p>	<p>*Admin will ensure there is PLC time allotted in the schedule. This is also grade-level specific.</p>