School Improvement Plan
Puyallup School District
2017–2018

School Information

School Name:	
Principal:	
Address:	
District:	
County:	
City, State, ZIP:	

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

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X_____   X_____

Principal - Richard Cox   **Chief Academic Officer - Dr. Brian Lowney**

School Mission:

School Vision:

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*

<u>Schoolwide Goal: Student Growth</u> *– Students will use "inquiry" to communicate a deeper level of understanding across curricular areas. Multiple measures will be used to assess student growth.*
- What measurements do we use to show growth?
- Promote common academic language across grade levels for continuity.

<u>PBIS</u> – Catching students being good; using incentives & consequences.
Consequences shouldn't be punitive, instead they're used to set the student up for success! Establish common area expectations and create community.
Components of PBIS
1. Progressive Discipline – What does that look like? Is there staff buy-in?
   - Non-verbal warning
   - Verbal warning
   - Loss of Privilege/Think Time
   - Think Time Sheet working for k-3. Not working for 4-6. Intermediate teachers need to educate parents on Think Time Sheets. How do we hold parents accountable?
   - Office Referral after 3 Think Times in a week (up for discussion) or immediate office   referral for fighting
   - ISS (In-school Suspension
   - Out-of-school suspension, determined by Principal

2. ACES Students – Focus is relationship building: ==Shift focus of   conversations with ACES Students from victimhood to empowerment== by talking to them about making better choices and the resulting rewards.
   - Identify new ACES Students/background checks
   - Continue focus on building relationship with ACES Students before behavior escalates.
   - To strengthen relationships with ACES students, maintain and expand on systems already in place for student check-ins. This can involve the Principal, Counselor, LAP/Title/SPED teachers.
   - How do we educate parents?
   - For ACES students, discipline may look different & may not be perceived as fair.

3. Study Hall & The Recess Wall
   - The Recess Wall isn't working. Amy and Linda need to be monitoring the Playground, not the Recess Wall. Would Study Hall be a solution?
   - ==Intermediate Study Hall, not working – Discussion Needed: Alternative?==
   - ==Primary Study Hall? Would have to be 1st recess – Discussion Needed==

4. **Blue Tickets** – Used only for behavior related to students being respectful, ready, and responsible (The 3 R's) **and is above and beyond expectations.**
   - Prizes are working for k-3
   - ==Prizes not working for 4-6, examples that may work: "Lunch with the Principal", doughnuts, etc.==

Culturally Responsive – Morning Meetings, Assemblies, Cultural Activities

1. ==Morning Meetings' Change: It will be physically divided this year, with Primary k-2 meeting in the Play Court and Intermediate 3-6 in the Gym. On Fridays, the whole school will come together in the Play Court for Morning Meetings.==

   ➢ Keep Morning Meetings positive, this isn't the place to lecture students.
   ➢ Communicate expectations in common areas such as hallways, bathrooms, playground, Play Court, Assemblies, etc. Also, these expectations have been posted.
   ➢ Blue Ticket Drawing
   ➢ Character Traits
   ➢ ==Incorporate Anti-bullying week in October==
   ➢ ==Staff that want to, are welcome to lead The Morning Meeting==
   ➢ ==Include Binder Checks==

2. Building Unity – What can we do to expand unity?
   ➢ ==Get back to wearing College Wear on Mondays; Waller Wear on Wednesdays; and Sports Gear on Fridays?==
   ➢ ==Try something new like "Hat Day" or "Popcorn Fridays"? Can the PBIS Team discuss these as possible options to put into place and reach out to the PTO for help with some of these like the Popcorn Fridays?==

3. Assemblies, Cultural Activities, Champion Center Volunteers
   ➢ Assemblies/==Briana is willing to run and coordinate assemblies==. Some issues are number of students; loss of instructional time, and set up.
   ➢ ==Native American Cultural Activity==

AVID – Goal: **Waller Road values the AVID college readiness system of organization. Students who learn and practice organizational skills, embedded with equity and social justice are on track to be college/career ready, and will show increased student achievement.**
   ➢ ==AVID Planners required for all grade levels.==
   ➢ ==AVID Binders should include a LAP/TITLE/SPED tab if appropriate.==
   ➢ ==First month of school, focus on AVID organization to create schoolwide consistency.==
   ➢ ==Incorporate binder checks into Morning Meetings and classroom routines.==

   ➢ Examples of how binder checks might look:
      ✓ At Morning Meetings, keep it positive. Pre-select student to share. This is a way to educate students on expectations.
      ✓ Classroom checks: These can be surprise checks, doing them monthly, maybe 4 or 5 binders at a check.
   ➢ ==Parent Information Night for AVID?==
      ✓ Explain parent expectations: That is, for an adult to sign planner, connecting and reflecting with their child about their school day and holding them accountable.
   ➢ Flags are creating a problem with the way they are put up? ==Could we put them on each classroom teacher's college wall or line the Play Court?==

Homework
- Teachers can deduct or have already been deducting points off students' overall grade for lack of homework participation. If a teacher chooses to deduct points, then communicate that to the parent before-hand and provide class time for students to complete homework.

LAP/Title/RTI – Goal: core and more, and more.
- Core and more is provided by the classroom teacher, then, LAP/Title provide additional and more intervention beyond the classroom intervention.
- Thus, this is what the "core and more, and more" model looks like:
  - Core and more – taught by the classroom teacher
  - The 2nd "and more" – taught by LAP/Title
- The following are a few examples of how classroom interventions may look:
  - Volunteers working with Fry words or math facts flash cards
  - Small reading groups, ability-based
  - Small group skill instruction that is driven by student assessment data
  - RTI
- LAP/Title will use multiple measures to place k and 1st graders. Suggestions for 1st grade LAP placement are to use a Fry word assessment and ReadWell Placement in addition to DIBELS. For math, in addition to the Number Corner assessment, Katherine has a math assessment that 1st grade teachers can administer for Title placement.
- For September, we will have a Bootcamp LAP/Title for the 1st full week of school for students identified from Spring Assessments. They might be exited after Fall scores come in. By the end of September, we should have full running LAP/Title groups (it could be sooner depending if scores come in sooner).
- Exit strategy for LAP/Title – Exiting students will include a meeting with the classroom teacher. The discussion will include a scaffolding plan for the student, such as check-ins or LAP/Title sessions reduced to 15 minutes.
- RTI - Grade levels will choose the time and content for RTI this year.

PLCs
- Grade Level Meetings – meet every other week, minimum. Include LAP/Title when appropriate.
- Vertical Teaming – Meet monthly/all teachers will meet at the same place for vertical meetings, for example, the library. A schedule will follow later.
- Meeting Notetaking – Less formal this year. Simply send Rick an email letting him know when we met and the topic items that were discussed.

Safety

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive regular training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

It is the goal of the district and each building to work in concert with the emergency responders and support agencies within our county.

COMMON EXPECTATIONS for ALL SCHOOLS include:

- A minimum of 10 emergency drills per school year, one per month September through June
- Use of Rapid Responder mapping system
- Ensure a secured campus- including locking of exterior doors and use of visitor check-in protocols
- Collaborate with school resource officers, law enforcement and local fire officials
- Use of the "Run, Hide, Fight" concept for lockdown situations
- Intentional teaching and debriefing with staff and students before and after drills
- Established potential student/parent reunification sites

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Technology

Empowering Puyallup was created to increase engagement and achievement for all students. Giving every student access to current technology empowers them to reimagine their learning and their future. We provide teachers the tools they need to personalize instruction and prepare students for our technology-driven world. Data shows that our initial rollout of Schoology, O365, the 7th grade 1:1 computers has a very high adoption rate. We believe we are ready to accelerate the project to provide all our students and teachers the tools they deserve.