

**School Improvement Plan
Puyallup School District
2017-2018**

School Information

School Name: Wildwood Elementary
Principal: J. Fox
Address: 1601 26th Ave SE
District: Puyallup
County: Pierce
City, State, ZIP: Puyallup, WA 98374

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

Jennifer Fox, Principal

Lauralee Chamberlain, Assistant Principal

Jessica Spruell, Kindergarten Teacher

Romy Haney, 1st Grade Teacher

Kim Pisha, 2nd Grade Teacher

Casey Clark 3rd Grade Teacher

Cindy Weston, 4th Grade Teacher

Erlinda Suarez, 5th Grade Teacher

Jackie Whitehouse, 6th Grade Teacher

Brenda Kesterson, Title

Cassie Meacham, ELL

Kristen Griffin, Parent

X

Principal, Jennifer Fox

X

Chief Academic Officer, - Dr. Christine Moloney

School Mission:

Wildwood Elementary School is a partnership of learners composed of students, teachers, parents and is safe
community. We are dedicated to using a variety of learning and assessment strategies, resources and
technology in order to help students meet their full potential. We strive to provide a positive environment that
and inviting for all.

School Vision:

Each student, each day

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

What is the goal?

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

We will implement PBIS (positive behavior interventions & supports) practices at Wildwood for the purpose of improving social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

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

- ✓ **Discipline Goal (includes baseline data):** Wildwood discipline data will reflect a decrease in the number of days of school Wildwood student miss from the 2016-2017 school year compared to the 2017-2018 school year. During the 16-17 school year Wildwood students missed 20.5 days of school related to discipline. The goal is to reduce the number of days of school missed.

<p><u>Action Steps</u> <i>What action steps do we think will generate improvement?</i></p>	<p><u>Evidence</u> <i>What evidence will we use to measure progress?</i></p>	<p><u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i></p>	<p><u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i></p>
<p>Dedicated PD time in August, January and February, and March (in addition to monthly PBIS team meetings) to learn PBIS systems and collaborate on planning for the implementation of teaching school wide expectations.</p>	<ul style="list-style-type: none"> ✓ Professional Development Agendas ✓ PBIS meeting and Agendas 	<ul style="list-style-type: none"> ✓ Building directed professional development ✓ Monthly PBIS meetings ✓ Collaboration meetings with Administration <p>Full implementation by 5/31/18</p>	<p>Building Admin will work to lead the Wildwood PBIS professional development.</p> <p>Certificated teachers will attend and actively engaged in PD around PBIS practices</p>
<p>Common expectations taught throughout the school for common areas through expectation stations, classroom instruction and school wide instruction.</p>	<ul style="list-style-type: none"> ✓ Teacher and paraprofessional observations 	<ul style="list-style-type: none"> ✓ Lesson plans for teachers to use ✓ Expectation station rotations at the beginning of the year ✓ Area expectations taught after 	<p>Each classroom teacher, and paraprofessional will know common area expectations and help to enforce them with each student at our school.</p>
<p>Positive recognition for students including SAM cards and Character Trait assemblies</p>	<ul style="list-style-type: none"> ✓ Use of SAM cards 	<ul style="list-style-type: none"> ✓ Weekly SAM card drawings ✓ Monthly Character trait assemblies 	<p>Each staff member has access to the SAM cards are encouraged to give to students for positive behavior. Classroom teachers will choose students monthly to recognize for displaying the monthly character trait. Classroom teachers will have a monthly character trait focus.</p>

Goal 2: College and Career Readiness

What is the goal?

- ✓ *We will work to develop common expectations for what WICOR looks like at each grade level at Wildwood. We will ensure that our expectations are vertically aligned within our building and Ferrucci.*

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?

REQUIRED GOAL

- ✓ **AVID Schoolwide Goal:**

We will increase the use of WICOR in k-6 classrooms by creating formal expectations that will assist teachers in routine classroom use of AVID strategies.

Baseline: *Our baseline is zero. We do not currently have formalized, specific expectations for each grade level. There are informal expectations that some teachers in the building use but the hope is to have a formal, easy to follow, guideline that will help teachers implement AVID strategies in their classrooms and then to have grade-level teams self-assess throughout the year to help our AVID site team determine professional development needs within our building.*

<p><u>Action Steps</u> <i>What action steps do we think will generate improvement?</i></p>	<p><u>Evidence</u> <i>What evidence will we use to measure progress?</i></p>	<p><u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i></p>	<p><u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i></p>
<p><i>Grade Level/Vertical Team Meetings</i></p>	<p><i>Creating a grade level articulation plan</i></p>	<p><i>August 2017-June 2018</i></p>	<p><i>All Wildwood teachers, select Ferrucci AVID Site Team members</i></p>
<p><i>Determine where additional supports are needed</i></p>	<p><i>Rubric to assess implementation at each grade level</i></p>	<p><i>Mid-year and end of the year</i></p>	<p><i>Each Grade Level Team</i></p>
<p><i>Assess professional development needs within the building</i></p>	<p><i>Review rubrics from each grade level team</i></p>	<p><i>Mid-year and end of the year</i></p>	<p><i>AVID Site Team</i></p>

Goal 3: Increased Student Achievement (through Goal-Setting and RTI)

What is the goal?

✓ We will implement cycles of teacher/principal/building goal setting and supporting RTI practices at Wildwood 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?

REQUIRED GOAL:

Criterion: Student Growth	Multiple Measures	Two Points in Time	Growth Description/ Desired Outcome	Participants	Improvement Rate
<p>3.5 Planning with Data: Provides evidence of student growth that results from the school improvement planning process.</p>	STAR Reading Test	Fall 2017 Spring 2018	Increase the number of students who are at/above grade level/benchmark on the STAR reading test. Currently 231 of the 498 students (46.3%) who were tested in the fall scored at or above proficient. The goal is that 60.0% of our students will score proficient or better by Spring 2018.	All students	No Improvement: No Change Minimal Improvement: 1-4.9% or less Measurable Improvement: 5-9.9% Significant Improvement: 10% or greater
<p>5.5 Improving Instruction: Provides evidence of (academic) growth for selected teachers.</p>	STAR Testing	Fall 2017 Spring 2018	Increase the number of students who are at/above grade level/benchmark on the STAR reading test. Currently 1 of the 15 students (6.7%) who were tested in the fall scored at or above proficient. The goal is that 30.0% of our students will score proficient or better by Spring 2018.	3 rd Grade Title/LAP Students	No Improvement: No Change Minimal Improvement: 1-3.9% or less Measurable Improvement: 4-7.9% Significant Improvement: 8% or greater
<p>8.3 Closing the Gap: Provides evidence of growth in student learning. (toward district learning goals)</p>	STAR Math Test	Fall 2017 Spring 2018	Increase the number of students who are at/above grade level/benchmark on the STAR reading test. Currently 5 of the 10 students (50%) who were tested in the fall scored at or above proficient. The goal is that 60% of our students will score proficient or better by Spring 2018.	3 rd Grade Hispanic Students	No Improvement: No Change Minimal Improvement: 1-3.9% or less Measurable Improvement: 4-7.9% Significant Improvement: 8% or greater

REQUIRED GOAL:

✓ **RTI Implementation Goal:**

During the 2017-2018 school year Wildwood teachers will regularly engage in the inquiry process as they collaborate around student achievement data and measuring student progress toward meeting essential standards in their grade level PLCs. After analyzing the results of common assessments, teams will design intervention and enrichment plans that are targeted to meet the needs of all students and ensure all students meet grade level essential standards.

REQUIRED GOAL:

✓ **State Assessment Performance Goal:**

An average of 5% more students will meet or exceed standard on the 2018 SBA Reading and Math assessments compared to the 2017 SBA results.

Grade	ELA %	Math %
3 rd	46.1	64.1
4 th	47.0	47.0
5 th	53.9	33.3
6 th	48.4	40.6

<p><u>Action Steps</u> <i>What action steps do we think will generate improvement?</i></p>	<p><u>Evidence</u> <i>What evidence will we use to measure progress?</i></p>	<p><u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i></p>	<p><u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i></p>
<p><i>Dedicated PD time in August, October, and February (in addition to during grade-level RTI meetings) for teacher teams to “unpack” district-identified standards and collaborate in planning for the instruction, assessment, and intervention plans for meeting the essential standards</i></p>	<ul style="list-style-type: none"> ✓ Professional Development Agendas ✓ WIN Time Action Plan from each grade level team ✓ RTI Meeting and Schedule Expectations 	<ul style="list-style-type: none"> ✓ District and Building Directed Professional Development ✓ Weekly PLC Meetings ✓ PLC Collaboration Meetings with the Principal <p><i>Full implementation by 11/1/17</i></p>	<p><i>Building Admin will work to lead the Wildwood Leadership Team to design and implement professional development.</i></p> <p><i>Certificated teachers and support specialists will attend and actively engaged in PD around essential standards, RTI and common assessments</i></p>
<p><i>All teachers will follow the Wildwood instructional block schedule. All students will have access to grade level core instruction in ELA and Math. Students will receive Special Education, Title I, ELL, and LAP services outside of core instruction. Title I and LAP programs will focus on students in grades K-4 not meeting standard in reading.</i></p>	<ul style="list-style-type: none"> ✓ Walk Throughs ✓ Teacher Observations ✓ SPED, Title, LAP and ELL Schedules ✓ Building Master Schedule 	<ul style="list-style-type: none"> ✓ Wildwood Master Schedule ✓ SPED, Title, LAP and ELL Schedules <p><i>Full implementation by 11/1/17</i></p>	<p><i>All certificated teachers will follow the instructional block schedule and provide 90 minutes of reading instruction and 60 minutes of math instruction.</i></p>
<p><i>Each Grade Level will engage in PLC meetings for analyzing data and designing effective interventions/enrichments for students</i></p>	<ul style="list-style-type: none"> ✓ WIN Time Action Plan from each grade level team ✓ RTI Meeting and Schedule Expectations ✓ Common assessment scores 	<ul style="list-style-type: none"> ✓ WIN Time Action Plan from each grade level team ✓ PSD Reading and Math Intervention Materials ✓ Supplemental Reading and Math Intervention Materials <p><i>Full implementation by 11/1/17</i></p>	<p><i>Each Grade Level PLC will engage in PLC meetings for analyzing data and designing effective interventions/enrichments for students.</i></p>

<p><i>Teachers in grades K-2 will implement common assessments for ELA and Math, including but not limited the to the PSD Quick Checks, using the data from them to plan for effective interventions.</i></p>	<ul style="list-style-type: none"> ✓ <i>Read Well and Journeys Assessments scores</i> ✓ <i>Common Core Common Assessments for ELA and Math score</i> ✓ <i>PSD Quick Check scores</i> ✓ <i>MCS Assessment Scores</i> 	<ul style="list-style-type: none"> ✓ <i>Read Well and Journeys Assessments</i> ✓ <i>Common Core Common Assessments for ELA and Math</i> ✓ <i>PSD Quick Checks</i> ✓ <i>MCS Assessments</i> <p><i>Full implementation by 5/31/18</i></p>	<p><i>Teachers in grades K-2 will implement common assessments for ELA and math, including but not limited to the PSD Quick Checks, using the data from them to plan for effective interventions.</i></p>
<p><i>Teachers in grades 3-6 will implement the Smarter Balanced ELA and Math Interim Assessment Blocks and Quick Checks, using the data from them to plan for effective interventions.</i></p>	<ul style="list-style-type: none"> ✓ <i>Assessment Scores from Smarter Balanced IABs</i> ✓ <i>PSD Quick Check scores</i> ✓ <i>MCS Assessment Scores</i> 	<ul style="list-style-type: none"> ✓ <i>Smarter Balanced IABs</i> ✓ <i>PSD Quick Checks</i> ✓ <i>MCS Assessments</i> <p><i>Full implementation by 3/31/18</i></p>	<p><i>Teachers in grades 3-6 will implement the Smarter Balanced ELA and Math Interim Assessment Blocks and PSD Quick Checks, using the data from them to plan for effective interventions.</i></p>
<p><i>Students in grades K-4 who are not meeting ELA standards will receive double-dosing support by an interventionist/specialist during the school day</i></p>	<ul style="list-style-type: none"> ✓ <i>Assessment Scores from DIBELS</i> ✓ <i>Progress Monitoring</i> 	<ul style="list-style-type: none"> ✓ <i>District Intervention Materials & Curriculum</i> ✓ <i>Title and LAP Staff</i> <p><i>Full implementation by 10/1/17</i></p>	<p><i>Students who receive Title/LAP support will be identified in alignment with our building Title and LAP plans. Students will be placed in small groups with a focus on students' identified literacy learning needs.</i></p>

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
-

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.