

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

School Information

School Name: Fruitland Elementary
Principal: Melayne Jones
Address: 1515 Fruitland Ave. E.
District: Puyallup School District
County: Pierce
City, State, ZIP: Puyallup, WA 98371

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

<u>Melayne Jones-Principal</u>	<u>Janis Framke-3rd grade</u>	<u>Teri Cranston-4th grade</u>
<u>Kristin Mellick-kdgn</u>	<u>Julie Schlumpf-Asst. Principal</u>	<u>Jessica Opp-1st grade</u>
<u>Dan Cline-5th grade</u>	<u>Stephanie Hampton-LAP</u>	<u>Sierra Larberg-Support Cntr</u>
<u>Carrie Brueher-counselor</u>	<u>Shannon Lloyd-2nd grade</u>	<u>Linda Westpfahl-psych.</u>

X

Principal - Melayne Jones

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Chief Academic Officer - Dr. Brian Lowney

School Mission:

At Fruitland we provide opportunities for all students to achieve high levels of learning.

School Vision:

Fruitland Elementary - taking our learning to the next level.

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 area?

- *We will focus on equity and social justice at Fruitland Elementary School in order to build awareness of our own biases, in addition to the continued implementation of PBIS and how we are supporting kids and families.*

REQUIRED GOAL

- **Discipline Goal (includes baseline data):** Fruitland attendance data will reflect a decrease in the number of chronically absent students coming from **XX% to XX%**. (discipline referrals in connection with absenteeism)

OPTIONAL GOALS

- If we focus on the cultural competency framework and its connection to the Danielson Framework then we can build not awareness in individuals & begin to acquire knowledge which will enable us to apply skills when dealing with issues of equity.

<u>Action Steps</u> <i>What action steps do we think will generate improvement?</i>	<u>Evidence</u> <i>What evidence will we use to measure progress?</i>	<u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
<p>*AP & counselor meetings</p> <p><i>*Grade level attendance data</i></p>	<p><i>*attendance data</i></p> <p><i>*Touch base phone calls after 5 days of missed school</i></p>	<p><i>*review monthly @ leadership mtgs.</i></p> <p><i>*Eschool attendance data (cognos)</i></p>	<p><i>Carrie Brueher-counselor</i></p> <p><i>Julie Schlumpf-Asst. Principal</i></p>
<p>*Implement "secret mentors"</p> <p><i>*Recognize 100% attendance @ Spirit Assemblies</i></p>	<p><i>*increased signatures on daily homework logs</i></p>	<p><i>*on-going</i></p>	<p><i>Carrie Brueher</i></p>
<p>PBIS:</p> <p><i>*Professional Development (cont)</i></p>	<p><i>*Monthly meetings</i></p> <p><i>*Schoolwide Behavior expectation stations</i></p>	<p><i>*on-going</i></p>	<p><i>Administrators</i></p> <p><i>PBIS team members</i></p> <p><i>Leadership team</i></p>
<p>DIVERSITY:</p> <p><i>*Engaging in on-going courageous conversations around equity & social justice</i></p>	<p><i>*increase in implementation of culturally relevant teaching strategies</i></p> <p><i>*pre/post self-survey of own biases</i></p>	<p><i>*on-going</i></p>	<p><i>Administrators</i></p>

Goal 2: College and Career Readiness

What is the goal?

- We will implement an organized system schoolwide using WICOR strategies including planners and binders and goal setting in grades Kindergarten through fifth as specified by the grade level chart created by the AVID team

REQUIRED GOAL

- **AVID Schoolwide Goal:** Implement an organized system schoolwide using WICOR strategies including planners and binders and goal setting in grades Kindergarten through fifth as specified by the grade level chart created by the AVID team in correlation with Instructional Domain 3a communicating with students.

Baseline: Our AVID Site Team examined Fruitland AVID implementation using the AVID Certification and Coaching Instrument and have chosen this goal (3A communicating with students in the instructional domain) as a school goal. Our current AVID certification level is 2.

OPTIONAL GOALS

- Students in grades K-2 will use a weekly folder to track assignments and tasks in order to build organizational skills needed for college and career opportunities.
- Students in grades 3-5 will use planners to record and track assignments and tasks in order to build organizational skills need for post-secondary and career opportunities.

<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>1. <i>We will implement AVID Building Walkthrough and Observation feedback cycles.</i></p> <p>2. <i>We will provide teachers and Fruitland staff with professional development opportunities in AVID implementation.</i></p> <p>3. <i>We will provide families with opportunities to learn about AVID and how they can support their child's learning.</i></p>	<p>1. <i>AVID WICOR Assessment Tool</i></p> <p>2. <i>Student Binder Checks</i></p> <p>3. <i>Student Planner Checks</i></p> <p>1. <i>AVID Climate Survey</i></p> <p>2. <i>AVID Feedback Forms</i></p> <p>1. <i>AVID feedback survey</i></p>	<p><i>Resources</i></p> <p>1. <i>Student Planner Rubric</i></p> <p>2. <i>Student Binder Rubric</i></p> <p>3. <i>Note-taking Rubric</i></p> <p><i>Timeline</i></p> <p>1. <i>Check-in 1 – Middle of October</i></p> <p>2. <i>Check-in 2 – End of January</i></p> <p>3. <i>Check-in 3 – Start of June</i></p> <p>1. <i>AVID quick strategies – Monthly staff meetings</i></p> <p>2. <i>AVID instruction will be built into our building PD days throughout the year.</i></p> <p>1. <i>Curriculum Night – September</i></p> <p>2. <i>Diversity Night - TBD</i></p>	<p>1. <i>AVID Team Members will assess each grade level during walkthrough to provide feedback as follows:</i></p> <p><i>Julie Schlumpf and Carey Saxton: Kindergarten</i></p> <p><i>Teri Cranston: 1st Grade</i></p> <p><i>Daun Nelson: 2nd Grade</i></p> <p><i>Jeni Willis and Kristin Morgan: 3rd Grade</i></p> <p><i>Kory Farias: 4th Grade</i></p> <p><i>Lonny Sulfaro 5th Grade</i></p> <p>2. <i>Fruitland AVID site team will deliver professional development sessions to faculty.</i></p> <p>3. <i>Fruitland AVID site team and grade level representatives will be present at events to provide information to families.</i></p>

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

What is the goal?

- *We will continue supporting RTI practices at Fruitland Elementary School to increase student achievement through weekly WIN meetings, tracking growth using building created online tool and working with students to set their own goals.*

REQUIRED GOAL:

- **5.5 Student Growth Goal (selected teachers):**
 - ✓ Identify top 3 highest achieving students in 3rd grade from each class and track their growth to determine if they are gaining 1 year's growth, from their current starting point, over the course of 1 school year.

REQUIRED GOAL:

- **3.5 RTI Implementation Goal (SIP):**
 - ✓ These goals and activities support a process that ensures that teachers collaborate effectively on a regular (weekly) basis around student achievement towards standards in our building. The goal and improvement activities should reflect our work towards building a system that focuses on Tier 1 instruction and interventions as well as implementation of our schoolwide tracking tool.

REQUIRED GOAL:

- **8.3 Overall Learning Growth Goal:**
 - ✓ Increase 3rd grade SBA goals in ELA/MATH through the use of IAB's, Quick Checks and Teacher created assessments

<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>	<p><i>*District mandated testing results</i></p>	<p><i>*on-going</i></p>	<p><i>All Fruitland staff members will engage in the work of the district, evaluate students accordingly and monitor/adjust as necessary</i></p>
<p><i>Protocol @ each grade level WIN meeting to include each student’s progress, interventions & next steps</i></p>	<p><i>*School-wide tracking tool to show growth and measure progress *Each teacher is responsible for following WIN protocol & be prepared with</i></p>	<p><i>*on-going</i></p>	<p><i>All members of each grade level team will be responsible for entering their individual students progress in each of the agreed upon selected assessment areas</i></p>
<p><i>Conscious tracking of selected students and discussion of said students at grade level meetings to further their growth by challenging them.</i></p>	<p><i>*SBA, IAB’s, STAR, quick checks and teacher created assessments</i></p>	<p><i>*on-going</i></p>	<p><i>Administrators and third grade team</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
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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.