

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

School Information

School Name: Mountain View Elementary
Principal: Brian Curtis
Address: 3411 119th Ave. E.
District: Puyallup School District
County: Pierce
City, State, ZIP: Edgewood, WA 98372

Improvement Plan Prepared by: Please include name/role of all Leadership Team members.

Carla Butcher Kindergarten

Sue Fuhlman 2nd Grade

Helen Bean 1st Grade

Kim Tunison 3rd Grade

Laura Chudecke 4th Grade

Kirstin Linkem 5th Grade

Bridget Smith Title I

Angela Lutz LAP

X

Principal - Brian Curtis

X

Chief Academic Officer - Dr. Brian Lowney

School Mission:

We *believe* that all students can learn and that each student has value that will be acknowledged by staff, students, and parents. All students will learn skills to demonstrate academic competence, tolerance of differences, compassion, and belief in self worth.

School Vision:

- ✓ Provide a positive learning environment for each child.
- ✓ Provide opportunities for creative and critical thinkers.
- ✓ Provide opportunities in which students play an integral part in teaching/learning.
- ✓ Provide students with the skills to make choices and establish values.
- ✓ Provide students with the opportunities to become self-directed learners and to value learning as a lifelong process.

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 Mountain View in order to promote collective responsibility, build a positive learning culture, and close the achievement gap.

<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>
<i>We will implement Community Circles in order to foster a sense of culture and social equity.</i>	<i>Staff commitment to Circles in each class</i>	<i>Throughout the year/weekly</i>	<i>Classroom teachers</i>

<i>We will continue with our PBIS model, working to identify Tier II needs and incorporate a system, with tracking, of Tier II supports.</i>	<i>CICO systems developed for students needing a system of additional support; data tracking to plot effectiveness</i>	<i>Identify and track several students in the first part of the year. Share data with staff and CSIP to build sustainable program of CICO and supports</i>	<i>Administration and counselors</i>
<i>We will utilize Second Step themes in our Monday Morning meetings for the whole school, and incorporate those themes into our Community Circles times when possible.</i>	<i>Weekly themes identified and published for staff.</i>	<i>Second Step Kit and themes published in advance</i>	<i>Principal and teachers, counselors</i>
<i>Professional Development work in Resilience; ongoing PD around issues of Social Justice and Equity</i>	<i>Meeting agendas and training items and materials</i>	<i>District provided materials and direction for Resilience and Social Justice PD</i>	<i>All staff and ongoing Professional Development</i>
<i>Introduction of Second Step curriculum in the kindergarten classes</i>	<i>Lesson plans, digital sources</i>	<i>Throughout the year; commitment to 3 lessons</i>	<i>Carla Butcher, Amber Froli, Nicole Rossmeier Adding first grade team and counselors.</i>
<i>Identification and acquisition of text materials for social stories/situations for classroom use</i>	<i>Development of list and acquired materials</i>	<i>Librarian and media and teachers</i>	<i>Principal, Librarian, teachers</i>
<i>A core group of teachers will engage and participate in exploring restorative practices and ways to implement these at Mtn. View</i>	<i>Evidence of practices and strategies brought to the whole staff by the core group</i>	<i>Administration and teacher team materials through district PD resources</i>	<i>Brian Curtis, Carla Butcher, Amber Froli, Emily Arbon, Leslie Porter, Helen Bean</i>

Goal 2: College and Career Readiness

What is the goal?

We will increase the college and career readiness of Mountain View students in order to ensure that each student has exposure to meaningful post-secondary opportunities, and is prepared for their secondary school years.

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?

Indicator:

- AVID Site Goal: Students in grade 3 – 5 will implement an organizational system which includes the use of planners and binders (grades 4, 5).

Baseline: students in grades 4-5 have begun implementation of planner and binders along with full AVID training for all four teachers at these grade levels. Grade 3 is beginning the use of planners this year. Other grades will utilize selected organizational tools throughout the year.

<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>
<i>Full implementation of AVID at grades 4 & 5; organizational strategies and increased emphasis on WICOR</i>	<i>AVID Site plan and evidence gathered throughout the year</i>	<i>AVID Resources for elementary, PD for staff throughout the year</i>	<i>AVID Site Team—articulate AVID plan and certification process</i>
<i>Core team of teachers attend Core Skills offered by the district</i>	<i>Completion of course and development of PD specific to these skills</i>	<i>AVID resources and Core Skills training</i>	<i>Teachers and admin attend Core Skills PD courses Teachers and admin develop PD for whole staff</i>
<i>AVID Family Night</i>	<i>Family Night for AVID, Core Skills, and Title I in February</i>	<i>Completion of the event in February</i>	<i>AVID Site Team</i>
<i>Organizational tools utilized in K-5 grades</i>	<i>AVID evidence collection from grades 3, 4, 5 and also examples of this from K, 1, 2</i>	<i>AVID Elementary Resources and documentation throughout the year</i>	<i>AVID Site Team</i>

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 (both behavior and academic) at Mountain View in order to increase student achievement.

Indicator:

- Essential Standards: Identified standards at each grade level. Teacher and grade level goals built around attainment of standards.

Baseline:

- ✓ Have we built a process that ensures that teachers collaborate effectively on a regular (weekly) basis around student achievement towards standards? (Convergent Assessment)
- ✓ Have we built a system that ensures that students get the support they need to be successful? Specifically, have we built a system that focuses on Tier 1 instruction and interventions AND have we implemented intervention blocks to ensure Tier 2 interventions for each student? Yes or No? How effective? (Certain Access)
- ✓ Principal student growth goals are proficient and results demonstrate growth in student achievement.
- ✓ Teacher student growth goals are proficient and results demonstrate growth in student achievement.
- ✓ State assessment data demonstrates increased achievement towards PSD measurable outcomes.
- ✓ Title/LAP goals.

<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>
<i>Establish regular, Grade level RTI meetings. Meetings will be used:</i> <ul style="list-style-type: none"> ✓ <i>to monitor and adjust student growth and progress toward goals</i> ✓ <i>to discuss positive behavior supports and concerns</i> 	<i>Each grade level team meets every 6-7 weeks to formally review progress and make recommendations</i>	<i>Each team will meet for a total of seven sessions from September to May</i>	<i>Each grade level team, admin and counselors</i>
<i>Grade level goals and data collection to monitor student achievement.</i>	<i>Teacher goals</i>	<i>Goal setting in conjunction with established standards at grade levels. Monitor progress throughout the year</i>	<i>Individual and grade level goals</i>
<i>Establishment of regular times for intervention between or amongst grade levels, based upon data and achievement of standards.</i>	<i>CSIP reporting on utilization of time and groupings of students. Master Schedule reflects times set aside for certain access.</i>	<i>District Resources, approved curriculum for intervention and teacher developed systems</i>	<i>Each grade level team, admin and counselors</i>
<i>Title I and LAP Planning to identify targeted students</i>	<i>Title and LAP Schedules and data monitoring</i>	<i>District Resources, approved curriculum for intervention and teacher developed systems</i>	<i>Title, LAP and administration</i>

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.