

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

**School Information**

School Name: Stewart Elementary  
Principal: Elissa Dornan  
Address: 426 4th Ave NE  
District: Puyallup  
County: Pierce County  
City, State, ZIP: Puyallup, WA 98372

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

Christina Breeze, Kindergarten  
Renee Fleisch, 1<sup>st</sup> Grade  
Jill Godwin, 2<sup>nd</sup> Grade  
Katie Fralick, 3<sup>rd</sup> Grade  
Cheyenne Cortesi, 4<sup>th</sup> Grade  
Elissa Dornan, Principal

Michael Coon, 5<sup>th</sup> Grade  
Lisa Buck, 6<sup>th</sup> Grade  
DeAnn Whaley, 6<sup>th</sup> Grade  
Kristen Holland, Title  
Brittany Hernandez, WRAP

**X**  
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Principal - Elissa Dornan

**X**  
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Chief Academic Officer - Dr. Brian Lowney

**School Mission:**

At Stewart Elementary we ensure high levels of social, emotional, and academic learning for every student.

**School Vision:**

Educate, empower, and inspire each student to become a lifelong learner and a productive, participating citizen in society.

***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 Stewart Elementary in order to promote collective responsibility, build a positive social and academic learning 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?*

Grade Level	Number of internal behaviors	Number of external behaviors	Number of students identified w/internal or external behaviors	<b>REQUIRED GOAL</b>
K	25	41	20	By April, behavior screener data at Stewart will decrease in the number of students identified as "high frequency" in external and internal behaviors by grade level as determined by October baseline data.
1st	41	20	32	
2nd	91	78	38	
3rd	50	36	24	
4th	52	64	30	
5th	60	55	31	
6th	40	26	17	
Wrap	26	25	6	

### OPTIONAL GOALS

If we continue to monitor student attendance details and provide tier 1 and 2 interventions on a weekly basis than students identified as chronically absent at Stewart will decrease by at least 10% from the 2016-17 average schoolwide chronic absenteeism percentage. (need baseline Chronic rates)

✓ *Opportunity gap goal (student access to AP/CITHS/RS/CTE)*

Increased Highly Capable Referrals at every grade level will result in increased enrollment in Quest, Young Scholars, and Page programs from 0 students enrolled from Stewart to at least 5 in program by June of 2018.

Staff Professional Goal: Personal and collective understanding around Cultural Competency Framework will be embedded on most staff professional learning days. Staff will engage in conversations, readings, and activities that promote a deeper understanding of the framework in order to promote classroom instruction that is more inclusive and culturally relevant.

<b><u>Action Steps</u></b> <i>What action steps do we think will generate improvement?</i>	<b><u>Evidence</u></b> <i>What evidence will we use to measure progress?</i>	<b><u>Resources/Timeline</u></b> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<b><u>Individual Commitments</u></b> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
<p>Implement and regularly review a Universal Behavior Screener that all teachers will complete 3 times a year on their students.</p> <p>Train 8-9 Walker HS Students to be Conflict Managers for K-2<sup>nd</sup> graders during recess</p> <p>2<sup>nd</sup> Step Implementation K-6 and Community Circles in classroom</p> <p>School wide Morning Meeting (Mondays)</p> <p>CHAMPS expectations identified and explicitly taught for classroom and common areas</p>	<ul style="list-style-type: none"> <li>✓ Universal Behavior Screener</li> <li>✓ Office Discipline Referrals</li> <li>✓ Care Team Documentation and number of Office Discipline referrals</li> <li>✓ identified SEL blocks for each grade level</li> <li>✓ Universal Behavior Screener</li> <li>✓ Reduction in office discipline referrals</li> <li>✓ Posted in hallways and common areas</li> <li>✓ taught explicitly by all staff through CHAMPS expectations and T-charts for social skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ CHAMPS expectations established in each instructional and common space</li> <li>✓ 2<sup>nd</sup> Step implementation Pre K-6<sup>th</sup> grades</li> <li>-2<sup>nd</sup> Step curriculum</li> <li>Used daily during SEL blocks</li> <li>Incorporated with Community Circles</li> <li>✓ CHAMPS</li> <li>✓ GLAD</li> <li>(daily basis, reviewed at morning meetings and as needed throughout the school day)</li> </ul>	<ul style="list-style-type: none"> <li>✓ All Staff (CHAMPS, 2<sup>nd</sup> Step, Universal Behavior Screener)</li> <li>✓ Elissa Dornan (Admin support, connect various support teams, provide instructional leadership and professional learning opportunities)</li> <li>✓ Lorraine Sanford (CARE Team meeting scheduler and teacher liason)</li> <li>✓ Heather Telford (SRC and referral coordinator. Facilitate weekly SRC meetings with teacher and support staff)</li> <li>✓ Walker HS (Alicia Nosworthy and Christina R).</li> <li>✓ All staff will teach or support common language for behavior and problem solving using 2<sup>nd</sup> Step, CHAMPS, and GLAD personal standards/promises</li> <li>✓ All Staff will teach or support the teaching of expectations and posting in their instructional spaces</li> </ul>
<p>Chronic Absence and Tardy Rates at Stewart will be monitored on a weekly basis</p> <p>Weekly attendance meetings</p> <p>Monthly Nudge Letters</p> <p>Weekly attendance conferences</p> <p>Student-parent attendance log</p>	<p>Chronic absence data</p> <p>Chronic tardy counts</p> <p>Parent participation at weekly attendance conferences</p>	<ul style="list-style-type: none"> <li>✓ Cognos Reports</li> <li>✓ Student Services resources on Schoology and Megan Davis-consult</li> </ul>	<ul style="list-style-type: none"> <li>✓ Paige Brauen-Attendance Secretary</li> <li>✓ Chris Stockslager-CIS site coordinator will implement</li> </ul>

<p>Tracking of student data  Increase communication between school and Highly capable  Increase teacher knowledge of referral process  Increase parent communication re referral process</p>	<p>Number of referrals  Number of students enrolled in Young Scholars and Quest by grade level</p>	<p>October (early) Staff meeting time dedicated to referral process and characteristics</p>	<p>Teachers share information at conferences, school makes link and resources visible.</p>
<p>Monthly displays (including parents) and expanding to library read alouds, song, art projects.  Teachers share more resources via Schoology  Diversity committee updates/ presentations at Staff meeting or PD days  Professional Readings tied to AVID activity</p>	<p>✓ staff and parental involvement  ✓ artwork (student) displayed throughout school (frequency and quantity)  ✓ Utilization of resources on Schoology (Stewart group)</p>	<p>✓ Seed, Reach, Journeys, other multicultural literature  ✓ Karshner Center  ✓ Staff  ✓ Schoology Collaboration Group (Diversity Activities folder)  ✓ Speak Up Resources by Teaching Tolerance  ✓ AVID Strategies for engagement -Diversity Committee and Schoology  ✓ Collaboration w/other principals</p>	<p>Library, Music specialists, teachers supporting through arts,  ✓ Parents, families  ✓ Communities in Schools  ✓ Karshner Center-sharing of artifacts for display case  ✓ Elissa Dornan, Brittany Hernandez, and Jodi Franks (Diversity Reps)  ✓ Leadership Committee members- assist in planning PD opportunities  ✓ Staff participation during professional learning days</p>

**GOAL 2: COLLEGE AND CAREER READINESS**

*What is the goal area?*

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

<p><b>REQUIRED GOAL</b></p> <p>We will increase the routine classroom use of WICOR strategies across all core academic areas with specific identification of “high yield” strategies embedded in the AVID grade level commitment alignment document.</p> <p><b>Baseline:</b> See AVID Site Plan and Initial Self Study (attached separately)</p>
<p><b>OPTIONAL GOALS</b></p>

<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>
<p>Teachers post and use AVID WICOR trackers on a daily basis</p> <p>WICOR tracker used at all staff PD</p>	<p>WICOR trackers visible and referenced by teacher and students</p>	<p>WICOR trackers and time for teachers to create them before school</p>	<p>All classroom teachers, LAP, Title, Resource included</p> <p>Adminstrator</p>
<p>Teachers use AVID Alignment document during planning times to ensure grade level commitments are met.</p>	<p>Stewart’s Grade Level Alignment Document</p>	<p>Avid Elementary Foundations Implementation Guide (at least one copy per grade level) used at PLC times and/or staff meeting time for planning</p> <p>AVID Pathways Training Staff share outs</p>	<p>All certificated staff will ensure that lesson plans incorporate the appropriate AVID strategies throughout the year</p>
<p>We will implement AVID building walkthroughs and sharing of AVID student work on a regular basis</p>	<p>Student work displayed</p> <p>Pictures</p> <p>Videos</p> <p>Teacher shares at Leadership and monthly staff meetings</p> <p>Teacher and Principal news</p>	<p>Goal check ins during Leadership meetings in which grade level reps will share team progress and commitment to actions from grade level alignment doc.</p>	<p>Leadership Team</p> <p>AVID trained teachers:</p> <p>Christina Breeze</p> <p>Jill Godwin</p> <p>Ralph Hutson</p> <p>Katie Fralick</p> <p>Michael Coon</p> <p>David Gessner</p> <p>Lisa Buck</p> <p>DeAnn Whaley</p> <p>Jodi Franks</p> <p>Elissa Dornan</p>

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

*What is the goal area?*

We will implement multiple cycles of teacher, principal, and building goal setting that support academic and behavioral RTI practices at Stewart Elementary in order to increase student achievement.

**REQUIRED GOAL:**

(P 3.5) During the 2017-18 school year, Stewart teachers will improve their RTI practices through the study and implementation of effective instructional best practices that demonstrates the following: unwrapping of essential standards, planning common units of study and assessments, goal setting, and analyzing of data which will result in most students demonstrating growth as measured by district or state assessments by June, 2018.

(P5.5) During the 2017-18 school year the 3rd grade team will implement the RTI process by identifying essential standards, creating 3-6 week goals, engaging in weekly and monthly PLC meetings, implementing shared intervention block and departmentalization, and analyzing data. This will result in most 3<sup>rd</sup> students demonstrating growth based on their essential standard goals by June, 2018.

**REQUIRED GOAL:**

RTI Implementation Goal: These goals and activities support a plan that ensures that teachers collaborate effectively on a regular (weekly) basis around student achievement towards standards in our building (Convergent Assessment). The goal and improvement activities will reflect an intentional focus on Tier 1 instruction and interventions. Implementation of grade level banded instructional blocks and intervention times will be implemented to ensure effective Tier 2 interventions for each student. (Certain access).

## 2016-17 Stewart RTI Plan



Vertical teaming  
 WIN Action Plan collaboration  
 AVID implementation  
 8:30-9:30 in the Library

<p><b>5<sup>th</sup>- 6<sup>th</sup> Grades</b></p> <p>October 10<sup>th</sup>                      November 7<sup>th</sup>                      December 5<sup>th</sup>                      January 23<sup>rd</sup>                      February 27<sup>th</sup>                      March 27<sup>th</sup>                      May 1<sup>st</sup></p>	<p><b>3<sup>rd</sup>-4<sup>th</sup> Grades</b></p> <p>October 17<sup>th</sup>                      November 14<sup>th</sup>                      December 12<sup>th</sup>                      January 30<sup>th</sup>                      March 6<sup>th</sup>                      April 3<sup>rd</sup>                      May 8<sup>th</sup></p>
<p><b>K-2nd Grades</b></p> <p>October 24<sup>th</sup>                      November 21<sup>st</sup>                      January 9<sup>th</sup>                      February 6<sup>th</sup>                      March 13<sup>th</sup>                      April 17<sup>th</sup>                      May 15<sup>th</sup></p>	<p><b>Student Support Teams</b>                      (Title/LAP/Resource/Speech)</p> <p>October 31<sup>st</sup>                      November 28<sup>th</sup>                      January 17<sup>th</sup> 8:15-8:45                      February 13<sup>th</sup>                      March 20<sup>th</sup>                      April 24<sup>th</sup>                      May 22<sup>nd</sup></p>



Time		Kinder	1st	2nd	3rd	4th	5th	6th
8:55	9:00							
9:00	9:30	2nd Step	2nd Step	BLOCK A	BLOCK A	2nd Step	2nd Step	2nd Step
9:30	10:00	BLOCK A	BLOCK A			BLOCK B	BLOCK B	BLOCK A
10:00	10:30							
10:30	11:00			BLOCK B	BLOCK B	BLOCK C	BLOCK A	
11:00	11:30	WIN	WIN					BLOCK B
11:30	12:00	LUNCH	LUNCH	WIN	WIN			
12:00	12:30	RECESS	RECESS	LUNCH	LUNCH	WIN	WIN	WIN
12:30	1:00	BLOCK B	BLOCK B	RECESS	RECESS	LUNCH	LUNCH	LUNCH
1:00	1:30			BLOCK C	BLOCK B	RECESS	RECESS	RECESS
1:30	2:00	RECESS	RECESS			BLOCK A	BLOCK C	
2:00	2:30	BLOCK C	BLOCK C	RECESS	RECESS			BLOCK C
2:30	3:15			2nd Step & Com C				
90 min ELA blocks		including Core and Small Group) WIN time happens after ALL students have had their 90 min with classroom teacher).						
75 min Math blocks		(60 mins Core and 15 min Number Corner)						
30 min Intervention blocks (What I need Time-WIN)								

**REQUIRED GOAL:**

State Assessment Performance Goal: Grade level cohort data will show an increase in state assessment scores in ELA or Math for grades 3-6<sup>th</sup>.

This goal and the associated activities will be met as a result of the goals above (SGGs and RTI implementation) and should take into account current assessment performance in core areas and grade-levels.

Grade Level	2016 SBA ELA Proficiency %	2016 SBA Math Proficiency %
3 <sup>rd</sup> Grade	66%	68.1%
4 <sup>th</sup> Grade	50%	47.7%
5 <sup>th</sup> Grade	50%	26.3%
6 <sup>th</sup> Grade	67.3%	62.5%

**OPTIONAL 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>Professional Learning time dedicated in August, October, and February</p> <p>Principal Directed Mondays dedicated to Vertical teaming and collaboration time around WIN plans</p>	<p>Agendas  RTI Meetings  Weekly PLC meetings  Ongoing use and analysis of IABs (3<sup>rd</sup>-6<sup>th</sup>)  WIN intervention plans  Quick Checks  AVID and GLAD strategies</p>	<p>Staff collaboration on weekly and monthly basis  CARE and SRC team support  Title and LAP collaboration and support with WIN plans</p>	<p>Teachers  Resource Teacher  LAP and Title Teachers  Counselor  School Psychologist  Communities in Schools  SLP and OT  Instructional Paraprofessionals  Principal</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.