

Goal-Setting in PSD (2017-2018)

Goal #1: Equity and Social Justice CSIP Goal Work, Woodland

By June 2019, we will reduce the achievement gap to 0-5% between low income Hispanic students and all students in grades 3-6 as measured by Smarter Balanced Assessment in both Mathematics and ELA. The goal will be achieved by intentional focus on sub groups of students and targeted interventions.

Intentional focus on students who: are in both sub groups (low income and Hispanic), did not pass MATH SBA 2017 and/or ELA SBA 2017 – progress monitor with: Trimester DIBELS, Quarterly STAR Assessments, Classroom Based Assessments (IABs, PSD Quick Checks, Monthly MBSP). Retain record of student data and quarterly record interventions.

Current Grade	ELA # STUDENTS IN SUB GROUP	Math # STUDENTS IN SUBGROUP
4 th	4	4
5 th	7	3
6 th	5	4

Woodland Math Achievement Gap Trend Data (SBA)								
All Grade Level 2014-2015	All Grade Level 2015-2016	All Grade Level 2016-2017	Low Income Students Gap 2014-2015	Low Income Students Gap 2015-2106	Low Income Students Gap 2016-2017	Hispanic Students Gap 2014-2015	Hispanic Students Gap 2015-2016	Hispanic Students Gap 2016-2017
3 rd Grade Math 42.6% Met	3 rd Grade Math 70.2% Met	3 rd Grade Math 66% Met	31.6% Met 11% Gap	62.5% Met 7.7% Gap	57% Met 9% Gap	33.3% Met 9.3% Gap	54.5% Met 15.7% Gap	75% Met 0% Gap
4 th Grade Math 64.4%	4 th Grade Math 54% Met	4 th Grade Math 70% Met	48.7% Met 15.7% Gap	57.7% Met 0% Gap	64% Met 6% Gap	63.6% 0.8% Gap	55.6% Met 0% Gap	59% Met 11% Gap
5 th Grade Math 56.5%	5 th Grade Math 81.4% Met	5 th Grade Math 80% Met	40% Met 16.5% Gap	71.4% Met 10% Gap	72% Met 8% Gap	35.3% Met 21.2% Gap	64.3% Met 17.1% Gap	75% Met 5% Gap
6 th Grade Math 48.8%	6 th Grade Math 53.2% Met	6 th Grade Math 65% Met	41.5% 7.3% Gap	41.9% Met 11.3% Gap	60% Met 5% Gap	42.9% 0% Gap	60% Met 0% Gap	30% Met 35% Gap

Woodland ELA Achievement Gap Trend Data (SBA)								
All Grade Level 2014-2015	All Grade Level 2015-2016	All Grade Level 2016-2017	Low Income Students Gap 2014-2015	Low Income Students Gap 2015-2106	Low Income Students Gap 2016-2017	Hispanic Students Gap 2014-2015	Hispanic Students Gap 2015-2016	Hispanic Students Gap 2016-2017
3 rd Grade ELA 38% Met	3 rd Grade ELA 56.7% Met	3 rd Grade ELA 60% Met	24.6% Met 13.4% Gap	50% Met 0% Gap	53.5% Met 6.5% Gap	25% Met 13% Gap	36.4% Met 1.6% Gap	66.7% Met 0% Gap
4 th Grade ELA 64.4% Met	4 th Grade ELA 52.9% Met	4 th Grade ELA 59.5% Met	56.4% Met 8% Gap	44.2% Met 20.2% Gap	41% Met 18.5% Gap	63.6% Met 0.8% Gap	55.6% Met 8.8% Gap	35.5% Met 24% Gap
5 th Grade ELA 69.2% Met	5 th Grade ELA 82.7% Met	5 th Grade ELA 80.6% Met	54.5% Met 14.7% Gap	79.1% Met 0% Gap	56.3% Met 24.3% Gap	47.1% Met 22.1% Gap	78.6% Met 0% Gap	67.4% Met 13.2% Gap
6 th Grade ELA 62.2% Met	6 th Grade ELA 70.2% Met	6 th Grade ELA 75.9% Met	52.5% Met 9.7% Gap	60.5% Met 1.7% Gap	66.7% Met 9.2% Gap	71.4% Met 0% Gap	73.3% Met 0% Gap	53.8% Met 22.1% Gap

Equity and Social Justice Professional Development Action Plan 2017-2018

Conversation about bias, race and stereotypes as a staff, using Speaking Up at School as a springboard for learning and conversation. Provide resources to mitigate a larger, pervasive issue of inequality. At the practical level, providing “tools for toolboxes”.

Essential Questions:

Are administrators, teachers, staff members able to respond when someone (students, families, staff members, etc.) use biased language or stereotypes in school? Do teachers know how to empower students to speak up? How will our work in this area impact student achievement for traditionally marginalized populations (specifically Low Income Hispanic Students)?

Month	Topic	Facilitation Strategies
August PD	Resilience Video ACEs Follow Up Danger of a Single Story Activity The Story Data Tells AVID Growth Mindset	Quickwrite Collaborative One Pager Hope Journals
October 12 (full day) Job Alike	Speaking Up at School – How to Respond to Everyday Prejudice, Bias, and Stereotypes <ul style="list-style-type: none"> • Prepare yourself • Prepare your students • Four Strategies: Interrupt, Question, Educate, Echo Teachable Moments <ul style="list-style-type: none"> • Scenario practice using the 4 square response (tie to discipline form) 	Personal Reflection Quickwrite Walk and Talk (partners) Jigsaw (Group of 4) Talking Chips (whole group) Collaborative One Pager
November 9 (Early Release)	Speaking Up at School- How to Respond to Everyday Prejudice, Bias, and Stereotypes Speaking (specifically): <ul style="list-style-type: none"> • From Authority • To A Peer • To an Authority • To a Parent or Visitor Microaggressions <ul style="list-style-type: none"> • What they are and what we can do about them • Nevertheless she... 	

January 12 (Early Release)	<p>Speaking Up at School- How to Respond to Everyday Prejudice, Bias, and Stereotypes</p> <p>The Location- In the:</p> <ul style="list-style-type: none"> • Classroom • Teacher’s Lounge • Hallways • Cafeteria 	
February 21 (Full day) Job Alike	<p>Speaking Up at School- How to Respond to Everyday Prejudice, Bias, and Stereotypes</p> <ul style="list-style-type: none"> • Putting it Into Words- Grade level response to Bigoted words or Bigoted tone <p>From Culturally Responsive Teaching (AVID):</p> <ul style="list-style-type: none"> • Race, Nationality, Ethnicity Exploration 	
March 22 (Early Release)	<p>Speaking Up at School- How to Respond to Everyday Prejudice, Bias, and Stereotypes</p> <ul style="list-style-type: none"> • Preparing yourself to challenge Prejudice, Bias and Stereotypes <p>From Culturally Responsive Teaching (AVID):</p> <ul style="list-style-type: none"> • 10 Things Culturally Relevant Teachers Do 	
March 23 (Full Day) Job Alike	<p>Speaking Up at School- How to Respond to Everyday Prejudice, Bias, and Stereotypes</p> <ul style="list-style-type: none"> • Reflection and Summary of our Learning <p>From Culturally Responsive Teaching (AVID):</p> <ul style="list-style-type: none"> • Reflection on our practice and goal setting (18-19 School Year) 	

Goal 2: College and Career Readiness

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

Indicators/Goals:

- Using WICOR strategies, students will be able to read for information, organize thinking, articulate strategies and write about their learning through reading to learn and note-taking in core subject areas. Purpose and use of WICOR strategies are articulated by staff and recorded by staff and students. The WICOR focus for the 2017-2018 is Collaboration. Grade level teams will agree upon and commit to using specific collaboration strategies in curriculum areas.

Improvement Activities:

<p>Action Steps: How will we make it happen?</p>	<p>Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress?</p>	<p>Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?</p>	<p>Connections to:</p> <ul style="list-style-type: none"> • CSS recommendation • District strategic plan • School improvement plan • Other school initiative
<ul style="list-style-type: none"> ✓ During August professional development, our AVID focus will be collaboration strategies. ✓ Create a Schoology folder for collaboration strategies resources from Foundations and Culturally Responsive Teaching ✓ Each grade level and specialist team will review/read AVID resources and choose 2-3 collaboration strategies to implement each trimester. ✓ Evidence will be recorded publicly and administrators will see this evidence in classroom walk throughs ✓ Collaboration strategies will be modeled and articulated 	<ul style="list-style-type: none"> ✓ Professional development agendas ✓ Schoology resources for staff ✓ WICOR trackers in classrooms (public or student level) ✓ Student WICOR trackers available to students. ✓ Students will be able to articulate the purpose of collaboration ✓ Strategies evident in administrator walk-throughs 	<ul style="list-style-type: none"> ✓ During August professional development, our AVID focus will be collaboration strategies. ✓ Before the end Trimester 1, 2-3 collaboration strategies will be implemented ✓ At each trimester, teams will identify 2-3 more collaboration strategies ✓ Pathways training in October – additional 8 staff members attend 	<ul style="list-style-type: none"> ✓ CSS Recommends WICOR strategies are more evident in classrooms ✓ District CORE Skills directions ✓ School Improvement plan related to closing achievement gap for low-income students. ✓ Pathways training – additional 8 staff members attend, Title 1 funding acquired for attendance

in all professional development.			
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Individual Commitment Statements

Name/role of staff member making an individual commitment aligned to this goal:	Specific commitment that the individual is making:
Heather McMullen/AVID Site Team, Principal	Plan/Allot time for professional develop around AVID and collaboration and incorporate collaboration strategies into engagement Note evidence of collaboration strategies in classrooms and highlight the usage Provide logistics support for classroom observations of mentors
Jessica Gill/AVID Site Team, Assistant Principal	Plan/Allot time for professional development around AVID and collaboration and incorporate collaboration strategies into engagement Support the logistics of creating Schoology folder and uploading resources Note evidence of collaboration strategies in classrooms and highlight the usage Provide logistics support for classroom observations of mentors
Kristi Giste/AVID Site Team 4 th Grade Teacher/District Core Skills trainer	Provide support as an “AVID mentor” to new teachers in the intermediate grades Available to demonstrate strategies for teachers in classroom lessons Provide mentoring/planning support to new teachers
Dani Baker/AVID Site Team, 4 th Grade Teacher	Communicate and encourage grade level team with implementation/regular use of collaboration strategies When planning with team, encouraging use of collaboration strategies Seek resources if grade level team is in need
Jennifer Kovacs/AVID Site Team, 3 rd Grade Teacher	Communicate and encourage grade level team with implementation/regular use of collaboration strategies When planning with team, encouraging use of collaboration strategies Seek resources if grade level team is in need
Katie Anderson/AVID Site Team, Primary Rep	Communicate and encourage K, 1 and 2 teams with implementation/regular use of collaboration strategies Communicate with CSIP rep for K, 1, 2 Seek resources if primary team is in need

Melissa Segers/AVID Site Team, 6 th Grade Teacher	Communicate and encourage grade level team with implementation/regular use of collaboration strategies When planning with team, encouraging use of collaboration strategies Seek resources if grade level team is in need
Heidi Eshpeter/AVID Site Team, Special Education Representative	Communicate and encourage specialist team with implementation/regular use of collaboration strategies When planning with team, encouraging use of collaboration strategies Seek resources if specialist team is in need

2. AVID Training for staff will increase through AVID Pathways and Core Skills Training. By October 2018, 80% of staff members will receive AVID training through Pathways, Core Skills or national AVID training. During the 2017-2018 School year, a group will attend AVID Training in San Diego. Another group will attend Pathways Training in October. Another group will attend AVID Seattle 2018. Efforts to train primary teachers will become the focus as intermediate teachers are trained.

Improvement Activities:

Action Steps: How will we make it happen?	Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress?	Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?	Connections to: <ul style="list-style-type: none"> • CSS recommendation • District strategic plan • School improvement plan • Other school initiative
<ul style="list-style-type: none"> ✓ Maintain records of trainings ✓ Administration attend training with staff if possible ✓ Continue to seek funding sources for trainings ✓ Training sequence will be: Grades 4-6, Grades K-3, Specialist teachers 	<ul style="list-style-type: none"> ✓ Training levels of staff members will be documented and updated by the principal. ✓ Classes will be promoted, encouraged and supported by AVID site team and principal ✓ Coverage by principal will be provided for teachers who need to leave early for Pathways class ✓ Core Skills District Trainer (Woodland staff member) will be available to provide additional support to staff 	<ul style="list-style-type: none"> ✓ AVID San Diego Training 2017 funded through TITLE and Building Funds ✓ AVID Pathways 2017 funded through Title 1 ✓ AVID Seattle Training 2018 funded through (possible) Title and Building funds ✓ AVID Core Skills classes offered through district professional development 	<ul style="list-style-type: none"> ✓ CSS Recommends that Woodland increase AVID trained staff ✓ District strategic plan ✓ School improvement plan

	Data – October 2016 15/33 October 2017 23/33 October 2018 (+6) 29/33 Goal: 29/33 Teacher trained		
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Individual Commitment Statements

Name/role of staff member making an individual commitment aligned to this goal:	Specific commitment that the individual is making:
Heather McMullen/AVID Site Team, Principal	Establish funding sources for Pathways training attendance for 8 staff members (October 2017) Provide coverage for teachers' classes when attending Pathways (October 2017) Encourage and support Core Skills attendance (2017-2018) Establish funding sources for AVID Seattle 2018
Jessica Gill/AVID Site Team, Assistant Principal	Provide logistics for Pathways training funding and organization Attend Pathways training with group of teachers Provide logistics for AVID Seattle 2018 attendance
Kristi Giste/AVID Site Team 4 th Grade Teacher/District Core Skills trainer	Encourage and support Core Skills attendance Teach Core Skills classes at the district level Provide additional support to Woodland staff who attend Core Skills classes

- Staff will communicate with parents regarding the AE philosophy, college and career readiness culture, and strategies for parent support through School Website, School Facebook, PTO Facebook, Schoology, Conferences and 2 Family Nights during the school year. Prepare grades 4-6 for student led conferences during the 2018-2019 school year.

Improvement Activities:

Action Steps: How will we make it happen?	Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress?	Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?	Connections to: <ul style="list-style-type: none"> • CSS recommendation • District strategic plan • School improvement plan • Other school initiative
<ul style="list-style-type: none"> ✓ AVID Site Team will work with TITLE/LAP Planning team and PTO to organize and implement two AVID family nights. ✓ Resources will be available to families related to AVID tools and culture through Schoology, Facebook, etc. ✓ Classroom teachers will share information with families about home/school communication and planner/binder tools and expectations. ✓ Weekly communication with families will include an AVID message every week ✓ Weekly Facebook posts will include an AVID message ✓ Send a family survey via Office 365 Forms related to school culture and AVID ✓ Grade 4-6 plan for student led conferences 2018 	<ul style="list-style-type: none"> ✓ Planning meeting in October to determine AVID Family Nights ✓ Two family events on the calendar (Reading and AVID Night 11/16/17 and STEM and AVID Night 2/15/18) ✓ AVID resources for families will be shared via Schoology ✓ September Kindergarten Curriculum night and October conferences with families will include planner/folder/binder expectations communicated with families 	<ul style="list-style-type: none"> ✓ See dates in evidence ✓ Expenditures through Woodland PTO to support AVID activities ✓ Title 1 funding to support dinner for families at Reading and AVID and STEM and AVID nights ✓ Title 1 funding to pay staff for one hour to teach at Reading and AVID and Stem and AVID ✓ Establish staff to coordinate event: Jen Kovacs, Tammy Culver, Kristi Giste ✓ Stipends determined for coordination 	<ul style="list-style-type: none"> ✓ School improvement plan related to family connections ✓ TITLE/LAP plan to close achievement gap ✓ AVID Site team plan with focus on culture and communication

Individual Commitment Statements

Name/role of staff member making an individual commitment aligned to this goal:	Specific commitment that the individual is making:
Heather McMullen AVID Site Team Member, Principal	AVID Resources to families via weekly Family News via email and Schoology Secure funding for family nights (Title 1 funds)
Jessica Gill/AVID Site Team Member, Assistant Principal	AVID Resources to families via Facebook Provide logistics for family nights
AVID Site team teachers to connect with Reading/STEM coordinators to establish activities for families	Communicate tools and resources to teachers to be able share grade level and classroom expectations for family involvement at home and support with organization for students (planner, folder, binder) Connect with Tammy Culver, Jen Kovacs, TITLE/LAP team to incorporate AVID into Reading and STEM activities during family nights Facilitate and delegate responsibilities for family nights
Dani Baker/AVID Site Team Member, 4 th Grade Teacher, Pre-Intern	Begin research/find resources for student led conferences Establish routines for student led conferences Led small team in implementing October 2018

Results:

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

We will implement cycles of teacher/principal/building goal setting and supporting RTI practices (both behavioral and academic) at Woodland Elementary in order to increase student achievement in Grade 3-6 as measured by SBA Spring 2018. Our achievement goal is to increase by 10% students meeting standard in each grade level.

Current trend data, cohort data, achievement gap data, goal:

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5 th Grade Math 56.5%	5 th Grade Math 81.4% Met	5 th Grade Math 80% Met	5 th Grade Math 90% Meets	40% Met 16.5% Gap	71.4% Met 10% Gap	72% Met 8% Gap	35.3% Met 21.2% Gap	64.3% Met 17.1% Gap	75% Met 5% Gap
6 th Grade Math 48.8%	6 th Grade Math 53.2% Met	6 th Grade Math 65% Met	6 th Grade Math 75% Meets	41.5% 7.3% Gap	41.9% Met 11.3% Gap	60% Met 5% Gap	42.9% 0% Gap	60% Met 0% Gap	30% Met 35% Gap

Current trend data, cohort data, achievement gap data, goal:

Woodland ELA Achievement Gap Trend Data (SBA)									
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4 th Grade ELA 64.4% Met	4 th Grade ELA 52.9% Met	4 th Grade ELA 59.5% Met	4 th Grade ELA 70% Meets	56.4% Met 8% Gap	44.2% Met 20.2% Gap	41% Met 18.5% Gap	63.6% Met 0.8% Gap	55.6% Met 8.8% Gap	35.5% Met 24% Gap
5 th Grade ELA 69.2% Met	5 th Grade ELA 82.7% Met	5 th Grade ELA 80.6% Met	5 th Grade ELA 90% Meets	54.5% Met 14.7% Gap	79.1% Met 0% Gap	56.3% Met 24.3% Gap	47.1% Met 22.1% Gap	78.6% Met 0% Gap	67.4% Met 13.2% Gap
6 th Grade ELA 62.2% Met	6 th Grade ELA 70.2% Met	6 th Grade ELA 75.9% Met	6 th Grade ELA 85% Meets	52.5% Met 9.7% Gap	60.5% Met 1.7% Gap	66.7% Met 9.2% Gap	71.4% Met 0% Gap	73.3% Met 0% Gap	53.8% Met 22.1% Gap

<u>Indicators/Goals:</u>	<u>Improvement Activities:</u>
Tiered Academic Supports	Year schedule meetings
RTI Collaborative Meetings	Agendas from meetings
Eagle Read and Eagle Math Intervention Time	Strategy Team Meeting Agendas
LAP Reading Interventions	SOAR/Diversity Team Book Study
CSIP Team Data Analysis	RTI Expectations Document (August)
Tier 1 instruction WICOR (AVID)	Communication (data wall, family news, social media, Schoology)
Strategy Meetings	
TITLE 1 Reading and Math Interventions	
ELL Interventions	
Special Education Interventions	
Tiered Behavioral and Attendance Supports	
SOAR Team Data Analysis (attendance and behavior)	
Diversity Team and SOAR Team Merge	
AVID Site Team	
Safety Team	
Woodland PTO	

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.