

Woodland Elementary School Comprehensive School Improvement Plan 2018-2019

Woodland Elementary School
Principal: Heather McMullen
7707 112th St. E.
Puyallup, WA 98373
Puyallup School District

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*

Our Mission

We ensure high levels of learning for each student.

Our Vision

Woodland students will be college and career ready through goal setting and high-quality instruction.

Woodland students will be confident, prepared learners who achieve academic success through differentiated instruction in essential standards and high expectations for learning.

Woodland students will establish positive relationships and develop social skills necessary to thrive and learn.

Woodland CSIP Plan Summary

Goal 1: Social Justice and Equity

Goal: Students in grades Kindergarten through Second Grade will increase the use of positive social behaviors. Positive social behaviors include solving problems using the Second Step Problem Solving Steps, using the Second Step calming strategies and demonstrating school expectations in common areas. If students demonstrate these positive problem-solving behaviors, there will be a decrease in behavior incidents in classrooms and on the playground.

Goal 2: College and Career Readiness

Goal: Using WICOR strategies, students will be able to read for information, organize thinking, articulate strategies and write about their learning through writing 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 2018-2019 is focused note-taking. Grade level teams will agree upon and commit to utilizing all phases of focused note-taking in curriculum areas.

Goal 3: Academic Opportunity

Goal 3A: By June 2019, 85% of all students in grades **Kindergarten through Third Grade** will be at or above benchmark in reading as measured by the DIBELS composite score. Currently (September 2018), 65% of all students in grades Kindergarten through Third Grade are at or above benchmark in reading.

Goal 3B: By June 2019, 75% of all students in **Third through Sixth Grade** will be at or above benchmark in reading as measured by the Smarter Balanced Assessment. Currently, 65% of all students in Third through Sixth Grade are at or above benchmark in reading as measured by Smarter Balanced Assessment (Spring 2018).



Principal

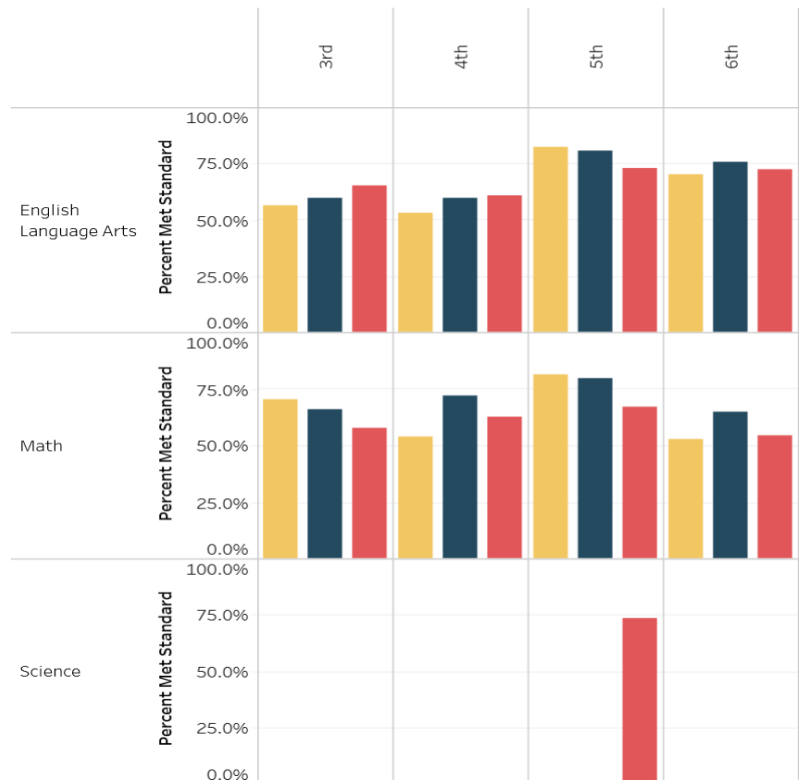
Dr. John Parker

Chief Academic Officer

Woodland STUDENT DEMOGRAPHICS (MAY 2017)	
Enrollment/Student Count 708	
Gender	
Male 49.9%	Female 50.1%
Race/Ethnicity	
Hispanic/Latino of any race(s) 15.5%	American Indian/Alaskan Native 1.09%
Asian 2.4%	Black/African American 2.4%
Native Hawaiian/Pacific Islander 2.1%	White 62.3%
Two or More Races 14.1%	
Special Programs	
Free & Reduced Lunch/Meals 37.7%	Special Education 12.7%
English Language Learners 4.5%	Section 504 4.2%

Woodland Elementary SBA Data and Demographics

Students meeting standard on the general assessment in 2016, 2017 and 2018



Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latino of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	65.5%		82.5%	51.2%	55.8%		66.7%	68.5%	28.6%	55.8%	27.0%
Math Proficiency Rate	64.6%		87.5%	47.6%	56.8%		58.6%	68.3%	39.3%	54.5%	30.0%
ELA Median SGP	66		68		65		63	67		65	56
Math Median SGP	70		74		71		69	69		68	56
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	91.1%	95.0%		91.4%	87.3%	88.7%	91.0%	91.8%	91.5%	87.5%	84.1%

Improvement Plan Prepared By:

Heather McMullen	Principal
Jessica Gill	Assistant Principal
Erin Griffin	Kindergarten Teacher
Tammy Culver	First Grade Teacher
Andrea DeBruler	Second Grade Teacher
Jen Kovacs	Third Grade Teacher
Dani Baker	Fourth Grade Teacher
Roger Smith	Fifth Grade Teacher
Rilla Mattson	Sixth Grade Teacher
Heidi Eshpeter	Special Education Teacher
Nita Hill	Counselor
Lisa Woodbury	LAP Teacher
Jill Burch	Music Teacher

CSIP Meeting Schedule 2018-2019

3:10 – 4:10 Woodland Library

August 21, 2018
September 25, 2018
October 9, 2018
November 13, 2018
December 11, 2018
January 15, 2019
March 12, 2019
April 16, 2019
June 4, 2019

Goal 1: Social Justice and Equity Goal

Goal: Students in grades Kindergarten through Second Grade will increase the use of positive social behaviors. Positive social behaviors include solving problems using the Second Step Problem Solving Steps, using the Second Step calming strategies and demonstrating school expectations in common areas. If students demonstrate these positive problem-solving behaviors, there will be a decrease in behavior incidents in classrooms and on the playground.

During the 2017-2018 school year, of all behavior incidents for grade K-2, 42% (128 incidents) were reported as aggressive or hands-on behaviors. Of these incidents, 40% occurred in the classrooms, and 61% occurred on the playground (1% other locations). During the 2018-2019 school year, with an increase in pro-social behaviors, there will be 50% fewer aggressive/hands-on incidents in classrooms and on the playground, decreasing the number from 128 to 64 total incidents.

Action Steps: What action steps do we think will generate improvement?	Evidence: What evidence will we use to measure progress?	Resources/Timeline: What are the best resources? What is an appropriate timeline for the action steps?	Individual Commitments: Who will be involved? What will they do? (Name/Role/Action)
During August professional development, our focus will be to understand the importance of social and emotional instruction and find value in creating safe learning environments for students.	Video- Aim for the Middle Second Step curriculum training De-escalation training	Puyallup School District contracting with Tracy Flynn for district training Puyallup Special Services Professional Development. On-going classes throughout the school year.	Andrea Debruler, Nita Hill and Alicia Harris- training staff using Second Step curriculum Melanie Baer, Heidi Eshpeter- training staff to utilize de-escalation strategies
Increased opportunity for Right Response and De-escalation strategies	Staff members with full RR training: 18	Puyallup Special Services Professional Development. Classes hosted at Woodland throughout the school year.	Heidi Eshpeter, RR Trainer
Teachers teach Second Step Curriculum with fidelity.	Times listed on master schedule. Intermediate grades 2x per week. Primary grades 5x per week.	Staff teach all lessons for the school year; teams determine scheduling of lessons across school day	Administrators- gather time commitments from teachers and put into master schedule; lesson fidelity checks during walkthroughs
Counselor teaches Second Step Bullying Prevention Lessons to support Second Step implementation.	Counselor schedules 4 lessons per grade level	Instruction in intermediate classes in the fall/primary classes in winter	Nita Hill, Counselor
System to record and report discipline incidents.	Discipline form developed (2017-2018) and refined (2018-2019)	Recording form use and process communicated.	Administration - systems for collecting data Nita Hill – recording data

	System for reporting and recording established. Leadership (CSIP) team to analyze discipline data quarterly.	Data recorded in MS Forms/Eschools. Form to discipline file/teacher after recording	Office – filing systems
Data Synthesis and analysis per trimester at CSIP meetings (September, January, May).	Data protocol and trimester data synthesis	Data Protocol	Administration – collect and synthesize data/develop data protocols
Use of Principal Kit to deliver weekly school wide social/emotional focus	Monday morning message via intercom by administrator	Second Step Principal Kit	Administration- verbal delivery of lesson focus via intercom message
Communicate with families with <i>Home Connections</i> letters	Family communications (email, paper, face to face)	Communications sent out on weekly basis	Teachers- sharing info via email, paper and face to face
Set and review school wide expectations	Administration meets with each grade level at beginning of school year; ongoing connections after major schedule breaks	Use of school wide PPT; common area posters	Administration- beginning of year assembly Teachers- ongoing review of expectations in class
Next Steps: Tier 2 instruction for students with 3 or more incidents per trimester			
Next Steps: Input identified race category on MS Forms.			

Woodland Discipline Data 2017 – 2018	
<p>During the 2017-2018 school year, all incidents, Tier 1-3 were recorded.</p> <ul style="list-style-type: none"> • Tier 1 Behavior 25% • Tier 2 Behavior 50% • Tier 3 Behavior 25% (eschools) 	<p>Total percentages of reported discipline incidents 2017-2018:</p> <ul style="list-style-type: none"> • 23.4% Kindergarten • 6% 1st Grade • 25.8% 2nd Grade • 13.5% 3rd Grade • 18% 4th Grade • 6% 5th Grade • 5% 6th Grade
<p>Location of Behavior Incidents</p> <ul style="list-style-type: none"> • 34.5% Classroom • 38.8% Playground 	<p>Behavior Type</p> <p>35.5% Aggressive</p>

Goal 2: College and Career Readiness

Goal: Using WICOR strategies, students will be able to read for information, organize thinking, articulate strategies and write about their learning through writing 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 2018-2019 is focused note-taking. Grade level teams will agree upon and commit to utilizing all phases of focused note-taking in curriculum areas.

Action Steps: What action steps do we think will generate improvement?	Evidence: What evidence will we use to measure progress?	Resources/Timeline: What are the best resources? What is an appropriate timeline for the action steps?	Individual Commitments: Who will be involved? What will they do? (Name/Role/Action)
During August professional development, our AVID focus will be focused note-taking updates.	Professional development agendas	AVID professional development modules	K-6 school-wide
Create a Schoology folder for graphic organizer resources from Foundations and Culturally Responsive Teaching	Schoology resources for staff	Schoology resources for staff	Jessica Gill/Assistant Principal; Ariel Moreau/AVID Site Coordinator
Each grade level and specialist team will review/read AVID resources and choose 1-2 graphic organizers to utilize each trimester.	Each grade level will articulate the look-fors in each of the 5 phases of FNT, creating a cohesive scope and sequence for FNT instruction	Graphic organizers harvested from AVID and other district approved materials	Grade level representatives
Evidence will be recorded publicly, and administrators will see this evidence in classroom walkthroughs.	Focused note taking in core content areas; use of writing modules with focused note-taking alignment	Use of graphic organizers to scaffold instruction of focused note taking	K-6
Each grade level will articulate the look-fors in each of the 5 phases of FNT, creating a cohesive scope and sequence for FNT instruction	Building Scope and Sequence (K-6) with articulations for each of the 5 phases of note-taking.	Completed by October 2018	Grade level representatives

Goal 3: Increased Student Achievement (Through goal setting and RTI)

Goal #1: By June 2019, 85% of all students in grades **Kindergarten through Third Grade** will be at or above benchmark in reading as measured by the DIBELS composite score. Currently (September 2018), 65% of all students in grades Kindergarten through Third Grade are at or above benchmark in reading.

Grade level specific data (September 2018):

Kindergarten: 52% at or above

1st grade: 59% at or above

2nd grade: 81% at or above

3rd grade: 81% at or above

Action Steps: What action steps do we think will generate improvement?	Evidence: What evidence will we use to measure progress?	Resources/Timeline: What are the best resources? What is an appropriate timeline for the action steps?	Individual Commitments: Who will be involved? What will they do? (Name/Role/Action)
Develop a cohesive master schedule with common grade level intervention blocks as the highest priority.	Team meeting minutes Input gathered from grade level teams CSIP team processing of data (for priority areas) Priority of scheduling: intervention blocks, uninterrupted 30-60 intervention, and 60-90 instructional blocks, tier 2 and 3 supports schedule, specialist schedule	Utilize RTI funding (Spring) to compensate teams for input and time dedicated to the task Data from spring assessments to predict needs in the fall (students needing support, etc.) Title 1 and LAP funding to determine Title 1/LAP supports/personnel	Title and LAP team CSIP team/Specialists Admin team
DIBELS Progress monitoring	Dibels website PM scores input weekly	Weekly monitoring of student progress Booklets Data input	Title and LAP team to support students in these groups Classroom teachers of other students Data input by paras
Small group skill based, targeted intervention groups; Walk to Read, Eagle Read	Title, LAP, and teacher-led small group instruction; flexible groups; RTI meeting notes	On-going, flexible; intervention curriculum; PLC meetings	Grade level teams
RTI Meetings with skill-based growth goal focus	Meeting notes, meeting agenda, growth goal data tracking sheet, data wall, communication to staff and families	Scheduled every 4 - 5 weeks (45 minutes)	CSIP rep, grade level team, support staff
Counselor guided growth mindset lessons	Data related to growth mindset with grade	Lessons scheduled with specific grade level for	Counselor

	level and small group focus; schedule lessons	4-6 weeks and small group intensive group 4-6 weeks	
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Goal #2: By June 2019, 75% of all students in **Third through Sixth Grade** will be at or above benchmark in reading as measured by the Smarter Balanced Assessment. Currently, 65% of all students in Third through Sixth Grade are at or above benchmark in reading as measured by Smarter Balanced Assessment (Spring 2018).

Grade level specific data (SBA Spring 2018):

- 3rd grade: 65% met benchmark
- 4th grade: 61% met benchmark
- 5th grade: 74% met benchmark
- 6th grade: 72% met benchmark

Action Steps: What action steps do we think will generate improvement?	Evidence: What evidence will we use to measure progress?	Resources/Timeline: What are the best resources? What is an appropriate timeline for the action steps?	Individual Commitments: Who will be involved? What will they do? (Name/Role/Action)
Develop a cohesive master schedule with common grade level intervention blocks as the highest priority.	Team meeting minutes Input gathered from grade level teams CSIP team processing of data (for priority areas) Priority of scheduling: intervention blocks, uninterrupted instructional blocks, tier 2 and three supports schedule, specialist schedule	Utilize RTI funding (Spring) to compensate teams for input and time dedicated to the task Data from spring assessments to predict needs in the fall (students needing support, intervention blocks) Title 1 and LAP funding to determine Title 1/LAP supports/personnel	Title and LAP team CSIP team/Specialists Admin team
Schedule, plan, and usage of IABs to support instruction	Pre and post data related to IAB source	IAB/TIDE Interactive Notebooks Focused Notetaking Pro Dev Schedule IAB based on the instructional timeline SBA Test Map	Grade level teachers Support team
Develop assessment items/instructional tools using the IABs as guides	"Progress monitoring" of student progress/instructional alignment	IAB hand scoring tools Schoolology resources Hand scoring Winter 2019	Grade level teachers Support team
Focus on three modes of writing using focused note taking	Focused Notetaking professional development applied to classroom instruction as	AVID Modules for professional development August 2018 October 2018 January 2019	AVID site team Grade level teachers Administrators

	evidenced by student work and notes	ADL AVID Visit 10/25/18 AVID Showcase visit 11/8/18	
Small group skill based, targeted intervention groups; Walk to Read, Eagle Read	Title, LAP, and teacher-led small group instruction; flexible groups; RTI meeting notes	On-going, flexible; intervention curriculum; PLC meetings	Grade level teams
RTI Meetings with skill-based growth goal focus	Meeting notes, meeting agenda, growth goal data tracking sheet, data wall, communication to staff and families	Scheduled every 4 - 5 weeks (45 minutes)	CSIP rep, grade level team, support staff