

**School Improvement Plan  
Puyallup School District  
2020-2021**

**School Information**

School Name: Woodland Elementary  
Principal: Kari Helling

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

Juanita Hill-Counselor	Tammy Culver-1 <sup>st</sup> Grade
Anne Mummert-Administrative Intern	Andrea DeBruler-2 <sup>nd</sup> Grade
Kara Mayes-Kindergarten	Courtney Rutherford-3 <sup>rd</sup> Grade
Heidi Eshpeter- Special Education	Rilla Mattson 4 <sup>th</sup> Grade
Roger Smith-5 <sup>th</sup> Grade	Melissa Segers-6 <sup>th</sup> Grade
Lisa Woodbury-Title	

Kari Helling  
**Principal**

Rebecca Williams  
**Executive Director**

**School Mission:**

**We ensure high levels of learning for each student**

**School 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.**

**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 (Focus on discipline)**

*What is the goal?*

*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?*

<p><b>GOAL</b> We will increase the attendance of our Title/LAP population. Currently our Title/LAP students makes up 46% of our chronic absences. We will do this using equitable teaching practices through a neural lens.</p>
<p><b>Sub goals (optional)</b> We will increase group attendance of our TITLE/LAP population. Currently 23% (30/128) students are not attending their small group interventions.</p>

<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>
Ensuring all classroom learning plans include LAP/TITLE links for easy access and teachers take responsibility for helping students with their schedule	Daily learning plans, TITLE/LAP attendance	On-going (reviewed in late Winter and Spring)	All Staff
On-going family communication regarding student attendance and ways we can support	Documented family communication throughout Attendance spreadsheet	On-going (reviewed in late Winter and Spring)	All Staff
Grade level teams will include our TITLE/LAP teacher in planning to support students and families	Grade level team planning agenda	On-going (reviewed in late Winter and Spring)	All staff
Each grade level team will commit to one action step they will take to impact the goal	Teams will publicly post their commitments and self-evaluate progress in Winter and Spring	Principal PD resources Neural Education Activities Equitable Educator Practices	All Staff

## GOAL 2: Attendance and engagement

*What is the goal?*

*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?*

### **GOAL**

We will increase the attendance and engagement of all Woodland students by June, 2021. Currently 9% of students are chronically absent from class. Based on teacher perception, 70% of families reported their student would be considered highly engaged and 50% of students reported they would be considered highly engaged. Teachers reported that 77% of our students were engaged.

### **Sub goals (optional)**

<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>
Creating intentional family/student connections through morning meetings in each classroom as well as tiered levels of positive communication	Daily attendance/Communication documentation (phone, e-mail, TEAMS) Classroom schedule-Morning Meeting lesson	Neural Education Activities Second Step Morning Meeting Resources On-going	All Staff
On-going building PD focused on connection and engagement strategies using Neural Education and AVID strategies	Training Agendas Exit Tickets Commitment self-evaluations	On-going Schoology Resources from PD/AVID Strategy Resources for Virtual Learning	All Staff
Individual Tier 2/3 support through our Strategy Team	Strategy Team notes and goals	On-going	
Each grade level team will commit to one action step they will take to impact the goal This will be chosen from the article: 10 Drivers of Student Engagement	Teams will publicly post their commitments and self-evaluate progress in Winter and Spring	On-going (Reviewed in Late Winter and Spring) Principal PD resources/AVID strategies Neural Education Activities	All Staff

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

*What is the goal?*

*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?*

#### **GOAL**

Throughout the 2020-21 school year, we will create collective responsibility to demonstrate growth towards our power super standards in both ELA and Math. This will result in measurable growth by all grade levels using Acadience, STAR Math and STAR Reading at each grade level. Please see current reality below:

#### **Acadience**-overall 32% proficiency

K-48%

1-13%

#### **STAR READING**-overall 58% proficiency

2-56%

3-59%

4-52%

5-55%

6-68%

#### **STAR MATH**-overall 39% proficiency

2-28%

3-55%

4-31%

5-32%

6-49%

**SUB-GOAL**

Our Title students in 4<sup>th</sup> grade math will exceed typical growth in math based on Student Growth Percentile in STAR and Predictive Insights in DreamBox this will be measured by showing at least 66% growth by June, 2021.

Our LAP students in 1<sup>st</sup> grade will exceed typical growth in reading based on Student Growth Percentile in STAR and the Summative Growth Report in Acadience this will be measured by showing at least 66% growth by June, 2021.

<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>
Grade level PLC teams will choose a super super standard to create a common goal in both ELA and Math to impact.	Posted Goal Posted Data Teacher Created Assessments	Goals posted by November 13 <sup>th</sup>	Grade Level Teams
Collective responsibility will be created through the support of Title/LAP and SPED connected to each Grade Level Goal and additional support through our strategy team	Title/LAP Plan, SPED IEP alignment Strategy Team Meeting Documentation/Goals	On-Going TITLE/LAP Building Plan Goals posted by November 20 <sup>th</sup>	TITLE/LAP Team SPED Team
On-going building PD focused on connection and engagement strategies using Neural Education and AVID strategies	Training Agendas Exit Tickets Commitment self-evaluations	On-going Schoology Resources from PD/AVID Strategy Resources for Virtual Learning	All Staff