School Improvement Plan
Puyallup School District
2017–2018

School Information
School Name: Carson Elementary

Principal: Abigail Chandler

Address: 8615 184th ST E

District: Puyallup

County: Pierce

City, State, ZIP: Puyallup, WA 98375

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

Lauren Tillman, Dina Slater

Cristeen Bassett, Mariah Neighbors

Lauri Cotton, Stephany Brown

Amanda Frank, Jennifer Choi

Deb Isom, Abigail Chandler

Tabitha Aragon, Breanna Labounty

Kailee Houlihan, Nicole Rote

X_____

Principal - Abigail Chandler

X_____

Chief Academic Officer - Dr. John Parker

School Mission:

In partnership with families and community, Carson Elementary challenges its students to achieve their full potential to be productive citizens.

School Vision:

Carson students will be: Proficient in reading, writing, and mathematics and able to apply these skills across all curricular areas. Critical thinkers who are able to solve complex problems. Engaged, self-directed, life-long learner. Effective listeners and communicators. Able to understand and respect diversity.

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 in order to promote collective responsibility, build a positive 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?

GOAL

1. Implement Social Justice activity during all Professional Development
2. Promote equity throughout the Carson community

OPTIONAL GOALS

Action Steps	Evidence	Resources/Timeline	Individual Commitments
What action steps do we think will generate improvement?	*What evidence will we use to measure progress?*	*What are the best resources? What is an appropriate timeline for the action steps?*	*Who will be involved? What will they do? (Name/Role/Action)*
* Morning Meeting * PBIS * Second Steps	* Collect data on behavior improvements. (HUGS /how many students are on them). * Personal Behavior charts * Data sheets completed for SpEd. * Infractions written and data (behavior vs. academic)	* Responsive Classroom strategies * PBISWorld.com *Second Step Curriculum	* ALL school staff * Counselor * Teachers >consistently implementing Morning Meeting daily >Abide by Behavior Expectation Matrix > Use Common language > Consistently teaching Second Step lessons
* Have a good understanding of the definition of 'Social Justice'. * Model disagreements between students and how to handle it. (philosophical chairs)	We will address Social Justice issues throughout the school year, more specifically during professional development opportunities with all staff present.	Cultural Competency Framework (AVID) Culturally Responsive Teaching Speaking Up at School - How to Respond to Everyday Prejudice, Bias and Stereotypes	The Administrative team, in partnership with the AVID/Diversity Committee will plan and present activities. The overall staff will be active participants in planned activities.

GOAL 2: COLLEGE AND CAREER READINESS

What is the goal?

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

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
1. Empowering Environment: Teachers and students will demonstrate and engage in a scholarly environment daily by utilizing the characteristics of successful teachers, students, and classrooms, while implementing organization and note taking.
2. ***All teachers will implement Student Trimester Assessments for all three (3) trimesters. Teachers will submit scores for Organization, Note-taking and Levels of Questions. All grade-levels will also create rubrics for levels of questions.***
3. Students in AVID trained 4th – 6th grade classes will understand and learn to write the three (3) AVID levels of questions utilizing Costa's Levels of Thinking and Questioning within core content areas.
OPTIONAL GOALS

Action Steps	Evidence	Resources/Timeline	Individual Commitments
What action steps do we think will generate improvement?	*What evidence will we use to measure progress?*	*What are the best resources? What is an appropriate timeline for the action steps?*	*Who will be involved? What will they do? (Name/Role/Action)*
● Teachers and students will brainstorm academic language to describe successful teachers, students, and classrooms. (PBIS)	✓ Teachers and students will brainstorm, discuss, and display strategies of successful teachers and students.	✓September ✓All classes will create a visual of successful students and teachers. ✓AVID trained staff and administrators ✓Teacher lesson plans ✓The S.C.I.E.N.C.E. of a successful student ✓Classroom observations ✓Use of relevant AVID Elementary materials ✓Student reflections	All classroom teachers are committed to creating this visual with their students.
As a site-team, we decided to fully implement in **all** classes at **all** grade-levels. We do understand organization, note-taking and levels of questions will look different depending on the grade-level.	Those teachers that are new to Carson this year (3), will be informed by grade-level team-mates on how to score students and submit scores into the folder in Schoology for everyone to have access to.	All teachers will utilize the scoring rubric and have scores completed and submitted by October 31st .	It is the expectation for all teachers to implement score tracking in all classrooms.
✓ On Supplemental Days, AVID trained teachers surveyed teachers on strategies they wanted to see shared at Professional Development. They also presented to staff on strategies utilizing all levels of questioning as well as how to teach the levels of questioning to students. ✓ During collaboration days, teachers will: Bring resources to share with team that focuses on levels of questioning. {Formative assessments, reflection entries, exit slips, ideas for checking for understanding}.	✓ Pre/post assignments on levels of questions; student work samples shared; meeting dates; agendas of grade-level PLC meetings; Pro. Dev. Days where strategies are taught to teachers; Project G.L.A.D. strategies; Graffiti-wall, and classroom observations.	✓ Training on levels of questioning began in August. ✓ Implementation by AVID trained teachers will be on- going throughout the school year. ✓ AVID trained teachers will provide an overview of the following expectations on a supplemental day: ❖ Binders ❖ Successful student ❖ AVID binder, and electronic documentation. ✓ AVID trained staff and administrators: Use of AVID Elementary implementation resources, activities, and hand-puts about levels of questioning (posters as well as DOK question starters) ✓ Use of AVID Elementary weekly Teacher lesson plans	Those involved will include all AVID trained teachers as well as other teachers who would like to utilize the strategy with their students.

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

What is the goal?

We will improve our instructional practices in order to ensure student growth and achievement.

GOAL:
We will implement cycles of principal/teacher/building goal setting and supporting RTI practices at Carson in order to increase student achievement in Grades 3-6 as measured by SBA Spring 2018.
OPTIONAL GOAL: Other goals? Reference to Title Plan/goals (if applicable) Indicators/Goals: Leadership/RTI Collaborative Meetings Tier 1 Instruction LAP Reading Interventions ELL Interventions Special Education Interventions

| 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) |
|---|---|---|---|
| 1. Balanced Literacy Program | Includes meaningful literacy instruction for ALL students, using assessment to differentiate instruction, providing intervention, whole and small group instruction as well as additional learning time within the school day. (Double Dosing) | Journey's Reading Curriculum
LAP Intervention Program
ELL Intervention Program
Special Education Program
Evidence of this progress will be monitored throughout the school year. | Classroom teachers and LAP teachers will deliver instruction and 'double dose' those students whose data suggest they will benefit from the extra within school intervention time. |
| 2. Family Engagement | Parent and student surveys - perceptions of Carson. | Electronic survey sent home to families of students in grades Kindergarten through Second. Students in grades third through sixth will complete the student survey while in classrooms. | Administration will send out the surveys electronically to parents of students in grades Kinder thru second.
Classroom teachers will administer student surveys to students on computers during class time. |
| 3. Professional Learning Communities | Establish 2-3 power standards per year based on essential learnings that need to take place for the year.
Standards review (pre, current and following). | Grade-level specific essential standards. This is worked on during PLC time within the scheduled time and also on job-alike days with teachers from around the district in the same grade-level. | Administrative team will ensure there is PLC time allotted in the schedule. This is also grade-level specific. |
| | | | |

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.