

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

**School Information**

School Name: Maplewood Elementary  
Principal: Susan Walton  
Address: 1110 West Pioneer  
District: Puyallup School District  
County: Pierce County  
City, State, ZIP: Puyallup, Washington 98371

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

Patti Nance, LAP	Karen Duggan, Preschool
Logan Brailo, Kindergarten, <b>Oct. AVID</b>	Kathy Guardipee, Kinder., Literacy
Jamie Lindberg, 1 <sup>st</sup> Grade, <b>Oct. AVID</b>	Desiree Sparks, 2 <sup>nd</sup> Grade, <b>Oct. AVID</b>
Laurie Patoff, 3 <sup>rd</sup> Grade, <b>Oct. AVID</b>	Hope Ernst, 4 <sup>th</sup> Grade, <b>AVID Team</b>
Jonelle Stansbury, 5 <sup>th</sup> Grade	Kaela Pettitt, 5 <sup>th</sup> Grade, <b>AVID Team</b>
Lindsay Okopny, 5/6 Quest, Diversity and Science	Darleen Allen, 6 <sup>th</sup> Grade, <b>AVID Team</b>
Susan Walton, Principal, <b>AVID Team</b>	

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**Principal - Susan Walton**

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

**School Mission:**

We believe each student can achieve at grade level or above and we believe it is our responsibility to ensure each student receive the academic, social and emotional support to achieve at these levels.

**School Vision:**

Maplewood is a community in which each student is valued and appreciated as we focus on increasing student achievement, improving instruction, increasing our awareness and knowledge around Social Justice issues, and preparing students for meaningful post-secondary opportunities.

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**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**

*We will focus on Equity and Social Justice at Maplewood Elementary, in order to promote Collective Responsibility, Build a Positive Learning Culture for EACH student, and Close the Achievement and Opportunity Gaps. To this end, we will keep this focus by having each Principal Monday, Staff Meeting and Professional Development day, include an activity around Social Justice issues. At Maplewood, our primary focus this year will be on Race.*

*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?*

### **REQUIRED GOAL**

#### **Discipline Goal (includes baseline data):**

Maplewood data from 2016-17 showed six school suspensions (in school). Of these six suspensions, five were kids in poverty as determined by FRL. Three of the six suspensions were students of color (Hispanic, Asian-Pacific Islander and Asian). All six were boys.

Maplewood's Discipline Goal is to:

- Decrease the number of suspensions in the areas of gender, socio-economic status and race. To achieve this goal, Maplewood Staff will:
  - ✓ *Be engaged in meaningful training and dialogue around PBIS, Resilience, Race and Equity, Poverty, Community Circles and Restorative Practices.*
- Decrease the amount of class time removal by focusing on Restorative Practices, not exclusively punitive practices. To achieve this goal, Maplewood staff will:
  - ✓ *Use Community Circles daily to address classroom issues*
  - ✓ *Have two Buddy Rooms – one at grade level, one not*
  - ✓ *Start Second Steps in advance of district training. Incorporate this into our Community Circles.*
  - ✓ *Receive Zones of Regulation training from School Psychologist, Lydia Zeller, who will push-in to classrooms and deliver training, beginning with Grades K-3, and then, Grades 4-6.*

- When working with students, follow the Steps of Restorative Practice listed below (based on August Training):

**Suggested Steps of Intervention (Each situation can and will be different)**

1. Redirect (positive)
2. Redirect
3. Safe Place in Classroom
4. Buddy Room at grade level (note in spiral)
5. Buddy Room at another grade level (note in spiral)
6. Contact Family. Document incident in Spiral...Inform Susan/cc her in emails
7. If further assistance is needed, **email/call** principal and Susan will come to the student.
8. In ANY emergency – call office/Susan immediately. Cell: 253-376-7000

- ✓ Remember...have conversations with students in addition to consequences.
- ✓ Does the behavior warrant a response? Verbal? Non-verbal?
- ✓ Q-TIP – Quit Taking It Personally...Is your Q-Tip in your room?
- ✓ Remain Calm – Watch Body Language/Words
- ✓ Listen More, Ask Less – See Restorative Questions
- ✓ Refrain from telling the student what he/she did wrong
- ✓ Is this an issue to bring up in Community Circle? Immediately? Later?
- ✓ Focus on reintegration back to the Classroom Community
- ✓ ***Professional Judgement prevails at all times.***

**Restorative Questions:**

- ✓ What Happened?
- ✓ What were you thinking ***at the time?***
- ✓ What have you thought about since?
- ✓ Who has been affected by what you have done?
  - In what ways?
- ✓ What do you think you need to do to make things right?
- ✓ What did you think when you realized what had happened?
- ✓ What impact has this incident had on you?
  - On others?
- ✓ What has been the hardest thing for you?
- ✓ What do you think needs to happen to make things right?

## OPTIONAL GOALS

### **School Culture Goal:**

We will focus on issues around Race, Equity and Diversity this year to increase our awareness of White Privilege and be able to look at Social Justice issues from a lens other than our own. Using articles, videos and Ted Talks, Maplewood Staff will engage in work that brings us all closer to examining our own implicit biases. A Social Justice activity will be a part of each Principal Monday, Staff Meeting and Professional Development Days

**Baseline Data:** Our Staff examined our Spring 2017 Olweus Survey results and focused on improving in the following areas:

- In the area of bullying by race, our numbers skyrocketed, from 6 students in 2014 to 20 students in 2017. We want these numbers down to 3 students total.
- In the area of having staff address issues of bullying, our numbers three years ago were 85% of students felt adults would do something to current number of 80% would do something. We want this increased to 85% for the 2017-18 School Year.

In addition to addressing the results of our Olweus Survey and participating in other activities, staff will participate in Project Implicit. This is a study conducted by Harvard University that focus on Implicit Biases. The test that accompanies this work is called, "Project Implicit."

<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><i>We will use our PD days and Principal Mondays to focus on issues around Race, Equity and Social Justice.</i></p> <p><i>Continued training in PBIS and Restorative Practices</i></p> <p><i>Staff signed-up for PD in PBIS at Karshner Center (three-part series)</i></p>	<p>Collect monthly data on discipline</p> <ul style="list-style-type: none"> <li>✓ Office visits (principal)</li> <li>✓ Removal from class (teacher)</li> </ul> <p>Olweus Survey Results for 2017-18 School Year</p>	<p>Review progress toward this goal at Leadership Team Meetings.</p>	<p>Principal  Leadership Team  Teachers (all staff)</p>

## **Goal 2: College and Career Readiness**

*We will increase the college and career readiness of Maplewood students 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?*

### **REQUIRED GOAL**

**AVID Schoolwide Goal:** We will increase the routine classroom use of critical reading strategies across all core academic areas with specific identification of “high yield” strategies schoolwide and within all content areas.

- To support this goal, we (AVID trained teachers and principal) will increase the use of the following AVID Strategies and Practices to help prepare our students along a path to College and Career Readiness:
  - ✓ Binders/Planners in Grades K-6
  - ✓ Reflective Practices (end of day and end of class period)
  - ✓ Organizational Tools in Grades K-6 – Binder Checks
  - ✓ Increase Note Taking (2 and 3 column, and Cornell Notes)
  - ✓ Increase use of Close Reading
  - ✓ Increase use of Costa’s Levels of Thinking into all Content Areas
  - ✓ Use of WICOR Strategies
  - ✓ Collaborative Teams (College-theme)
  - ✓ GLAD Strategies – “AVIDized”
  - ✓ AVID Centers in each Classroom
  - ✓ Use of AVID Weekly
  - ✓ Student Data Binders
  - ✓ Teacher and Student Goal Setting
  - ✓ Student-led Conferences in Fall
  - ✓ Staff Training at Karshner around PBIS
  - ✓ AVID Trained teachers – one per grade level (Summer Institute and Kent Pathways)
  - ✓ College Wednesdays
  - ✓ Hallway AVID strategy display

**Baseline:** Our AVID Site Team examined Maplewood AVID implementation using the AVID Certification and Coaching Instrument and have chosen this goal (2.21 in the Instruction Domain) as a school goal. Our current certification level is 0 "not AVID". We want to earn at least a 1 in each category for the 2017-18 School Year.

**OPTIONAL GOALS**

<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><i>We will implement AVID Building Walkthrough and Observation feedback cycles.</i></p>	<p>Student Work            Pictures            Video            Teacher shares at Leadership Team Meetings (monthly)            AVID-ized Wall            Teacher and Principal Newsletters</p>	<p>Goal Check-ins will be monthly during Leadership Team Meetings in which each grade level team will share their progress.</p>	<p>AVID Site Team:            Dareleen Allen, 6<sup>th</sup>            Kaela Pettitt, 5<sup>th</sup>            Hope Ernst, 4<sup>th</sup>            Susan Walton, Principal</p> <p>Leadership Team (Grades K-3) in a supporting role.</p> <p>AVID Pathway Trained Teachers as of Oct. 27/28:            Logan Brailo, Kinder.            Jamie Lindberg, 1<sup>st</sup>            Desi Sparks, 2<sup>nd</sup>            Laurie Patoff, 3<sup>rd</sup></p>

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

What is the goal?

- We will continue to collaborate in PLC Teams, Implement RTI, and Set and Monitor Student-Growth Goals throughout the year that focus on Essential Learnings.

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?

#### **REQUIRED GOAL:**

- **Student Growth Goals:**  
Include Principal SGGs (Criteria 3, 5, and 8) and sample Teacher SGGs

#### **REQUIRED GOAL:**

- **RTI Implementation Goal:**  
These goals and activities support a process 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 should reflect our work towards building a system that focuses on Tier 1 instruction and interventions AND implementation of intervention blocks to ensure *effective* Tier 2 interventions for each student. (Certain Access)

#### **REQUIRED GOAL:**

- **State Assessment Performance Goal:**  
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.

#### **OPTIONAL GOAL:**

- Other goals? Reference to Title Plan/goals (if applicable)

<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>
<i>Dedicated PD time in August, October, and February (in addition to during grade-level RTI meetings) for teacher teams to “unpack” district-identified standards and collaborate in planning for the instruction, assessment, and intervention plans for meeting the essential standards.</i>	AVID Strategies RTI Cycles (4 per year) Weekly PLC Meetings Increase use of IABs Curriculum Mapping	AVID Timelines RTI: October 24 December 5 February 27 May 1	Teachers Resource Teacher LAP Teacher Counselor School Psychologist Principal

## 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.