



PUYALLUP
SCHOOL DISTRICT
A Tradition of Excellence

PUYALLUP SCHOOL DISTRICT STUDENT AND SCHOOL SUCCESS PLAN 2015-2016



PRIORITY AND FOCUS DISTRICT INDISTAR EXPECTED INDICATORS

INTRODUCTION – PUYALLUP SCHOOL DISTRICT STUDENT AND SCHOOL SUCCESS PLAN

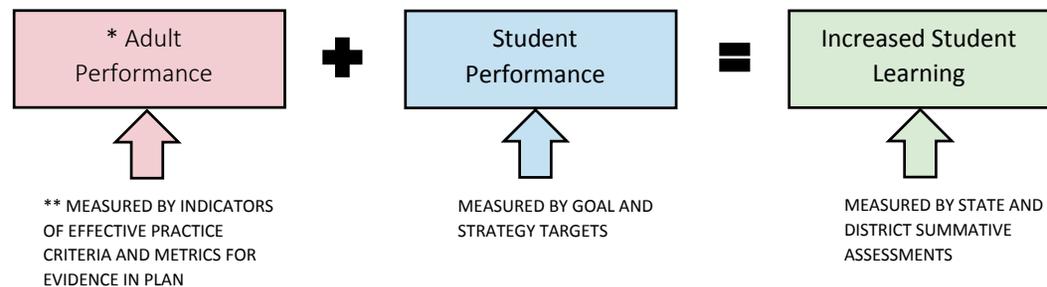
In July 2014, our District received word from OSPI regarding the implications and clarifying guidance from the U.S. Department of Education regarding the loss of Washington State’s ESEA Flexibility Waiver. Based on interpretation of the federal guidance, it clarified that districts will continue supporting Priority and Focus schools consistent with the intent of the Student and School Success Principles. The category of Emerging Schools that had previously included Firgrove and Spinning was eliminated. The U.S. Department of Education guidance continued to emphasize that accountability for implementing the Student and School Success Principles extends to the districts. In Puyallup, the District continues to implement a Student and School Success Plan based on district-level Expected Indicators in Indistar to assist and guide the district in support of the identified schools. Currently we have one Title I school identified as a Focus school (Karshner) and four Title I schools in No Child Left Behind (ESEA) Steps of Improvement - Firgrove, Sunrise, Waller Road, Karshner and Hunt. (ESEA sanctions only apply to schools that receive Title I funding.) Since the district has identified areas where students did not make Adequate Yearly Progress (AYP), the district is considered to be in Step 2 of Improvement. This status requires the district to continue with the improvement process outlined in Indistar.

Unlike school-level Indicators, district-level Indicators focus largely on system-wide policies, practices, and procedures that support identified schools. Many district-level Expected Indicators encompass policies currently in place in some districts. Districts will be required to implement and/or show evidence of full implementation of all district-level Expected Indicators by the End of Year submission on May 30, 2016. The Superintendent may designate a district-level liaison (Kathy Ehman has assumed this role). OSPI supports liaisons and the district team as they address the Expected Indicators in Indistar through webinars, outreach, and consultation.

Indistar is a web-based system implemented by numerous state agencies, districts, and charter schools for use with district and school improvement teams to inform, coach, sustain, track, and report improvement activities. It has been adopted by Washington and is being supported through OSPI and the Office of Student and School Success, formerly the School Improvement Office. Indistar provides a starting point for teams and provides a system for conversation, research, goal setting, and prioritization of the work. We have attempted to wrap our district improvement efforts and other initiatives into this one comprehensive plan. And thus our work began. . . .

A Little More Detail

Figure 2: Data Sources, Criteria, and Metrics in the Indistar Improvement Process



This graphic of the Indistar improvement process clearly mirrors the Puyallup School District Strategic Direction with the end result being the “Improvement of Instruction, Student Growth, and Achievement.”

COMMITTEE MEMBERS

Casey Cox, *Assistant Superintendent Instructional & Organizational Alignment*
Chrys Sweeting, *Assistant Superintendent Instruction, Learning, Curriculum, and Assessment*
Kathleen Ehman, *Chief Special Services Officer*
Vince Pecchia, *Chief Academic Officer, Region 1*
John Parker, *Chief Academic Officer, Region 2*
Brian Lowney, *Chief Academic Officer, Region 3*
Glenn Malone, *Executive Director of Assessment, Accountability, and Student Success*
Mark Knight, *Executive Director of College and Career Readiness*

Ailene Baxter, *Director of Human Resources*
Christine Moloney, *Executive Director of Instructional Leadership*
Dana Harris, *Director of Instructional Leadership*
Tracy Pitzer, *Director of Instructional Leadership*
Mark Vetter, *Director of Education Technology*
Traci Frank, *Director of Title I/ LAP*
Char Krause, *Director of Student Services*
Arturo Gonzalez, *Principal of Karshner Elementary*

TURN-AROUND PRINCIPLES

The U.S. Department of Education has established seven Turnaround Principles which are part of the ESEA Flexibility Waiver. These nationally recognized Turnaround Principles are frequently found in research around high-performing schools and schools successful in turning around persistent low performance. There is significant crossover between OSPI's Nine Characteristics of High-Performing Schools and the Turnaround Principles. Additionally, the initial set of district and school indicators come from the Handbook on Restructuring and Substantial School Improvement, published by ADI's Center on Innovation and Improvement.

PRINCIPLE 1 PROVIDE STRONG LEADERSHIP BY:

- (a) Reviewing the performance of the current principal;
- (b) Either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
- (c) Providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

PRINCIPLE 2 ENSURE THAT TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION BY:

- (a) Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
- (b) Preventing ineffective teachers from transferring to these schools; and
- (c) Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

PRINCIPLE 3 REDESIGN THE SCHOOL DAY, WEEK, OR YEAR TO INCLUDE ADDITIONAL TIME FOR STUDENT LEARNING AND TEACHER COLLABORATION.

PRINCIPLE 4 STRENGTHEN THE SCHOOL'S INSTRUCTIONAL PROGRAM BASED ON STUDENT NEEDS AND ENSURE THAT THE INSTRUCTIONAL PROGRAM IS RESEARCHED BASED, RIGOROUS, AND ALIGNED WITH STATE ACADEMIC CONTENT STANDARDS.

PRINCIPLE 5 USE DATA TO INFORM INSTRUCTION AND FOR CONTINUOUS IMPROVEMENT, INCLUDING BY PROVIDING TIME FOR COLLABORATION ON THE USE OF DATA.

PRINCIPLE 6 ESTABLISH A SCHOOL ENVIRONMENT THAT IMPROVES SCHOOL SAFETY AND DISCIPLINE AND ADDRESS OTHER NON-ACADEMIC FACTORS THAT IMPACT STUDENT ACHIEVEMENT, SUCH AS STUDENT'S SOCIAL, EMOTIONAL, AND HEALTH NEEDS.

PRINCIPLE 7 PROVIDE ONGOING MECHANISMS FOR FAMILY AND COMMUNITY ENGAGEMENT.

PRINCIPLE 1: STRONG LEADERSHIP-TEAM STRUCTURE

INDICATOR | P1-A: The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.

CURRENT STATUS DESCRIPTION: The district has reviewed the capacity of principals in the Emerging schools and has determined that they have the necessary competencies to lead the turnaround efforts. Please see the letters of documentation in the downloaded file folder under principle 1.

UPDATE FOR THE 2015-16 SCHOOL YEAR: A letter has been uploaded for the principal of Karshner Elementary School. This school continues to be a Focus School for the 2015-16 school year.

No Development or Implementation Limited Development or Implementation **Full Implementation**

INDICATOR | P1-B: The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.

CURRENT STATUS DESCRIPTION: The principals placed in the two Emerging schools have both been empowered to make necessary changes. Please see the letters in the Download Folder for Principle 1.

UPDATE FOR THE 2015-16 SCHOOL YEAR: Both Firgrove and Spinning were taken off the emerging school list in 2013-14. Spinning received the status of Safe Harbor and continues in that status as of 2015-16. Karshner was designated as a Focus school in 2014-15 and remains as a Focus school this year 2015-16.

No Development or Implementation Limited Development or Implementation **Full Implementation**

INDICATOR | P1-C: District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.

CURRENT STATUS DESCRIPTION: The Chief Academic Officers visit the principals of these two schools on a regular basis and work with all departments to make modifications based on needs as principals identify them. Flexibility for principals has been provided in several areas:

UPDATE FOR THE 2015-16 SCHOOL YEAR: The Chief Academic Officers (CAO) continue to visit all schools on a regular basis and work with all departments and central office personnel to continue to make modifications and offer support. Frequent visit and communication occur between the regional CAO and principal at Karshner to focus on their turnaround efforts. This year two staff members have been funded by the district to help support the RTI efforts in six different elementary schools identified as needing additional support through SBA results, including Karshner and Firgrove Elementary. In addition to the flexibility noted above, flexibility for principals include:

- Building administrators creating their building master schedule to concentrate on RTI and intervention times, building collaboration and common planning.
- Continued support in finding HQ staffing, funding for additional learning opportunities and professional development.

No Development or Implementation Limited Development or Implementation **Full Implementation**

PRINCIPLE 2: EFFECTIVE INSTRUCTION-PROFESSIONAL DEVELOPMENT

INDICATOR | P2-A: District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.

CURRENT STATUS DESCRIPTION: All teachers assigned to Title I schools meet the Highly Qualified Teacher requirement. The district has initiated internal auditing practices to systematically and routinely monitor HQ status. Presently, all teachers at the two emerging schools meet the highly qualified teacher status. Additionally, Title I staff have been added at our two underperforming schools above the district's current staffing allocation.

Our school district practices an extensive recruitment process involving universities, various job fairs, and targeted presentations to pre-service and graduate teacher education programs. We maintain contact and engage in on-going conversations with potential candidates throughout the school year for the purpose of placing potential candidates into schools with the greatest identified need.

Ongoing, job-embedded professional development is provided in all content areas and aligned to the District Strategic Direction and focus. This articulation is regularly communicated to staff through variety of formats including meeting agenda's and minutes. All meetings and agenda's follow a standardized format across the school district and reflect our priority focus on Improvement of Instruction, Student Growth, and Achievement. Teachers new to the district participate in our new teacher orientation focused on district strategic directions and student learning. Current CBA language 15.1, includes specific contract language regarding professional development funds available to all staff annually.

CBA language in Article 7 guides the assignment of teachers to Title I schools. Further, Title I has been identified as a special program for the purpose of assignment, transfer, and recall. Current contract language also provides for consensual transfer to benefit program need. However, current contract language also specifies seniority as a significant factor in layoff and recall.

UPDATE FOR THE 2015-16 SCHOOL YEAR: Instructional coaches were added to high impact schools to assist in pedagogy and instructional modeling. These coaches were placed in six different schools including our focus school and the two schools that were previously identified as emerging. All teachers assigned to Title I schools meet the HQT requirements. The LAP department continues to support all day K, funding the five schools that are not currently funded by the state.

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your school:

SMART GOAL: During Fall of the 2013-14 school year, the District through the Human Resources Department will review its current recruitment, hiring, and placement practices to ensure highly qualified teachers are recruited, placed and retained to support the transformation and turnaround efforts in our Title I schools identified as underperforming. Human Resources staff, in collaboration with Student Learning and Student Services, will review and identify on-going supports and professional learning necessary to promote staff retention and priority placement. Human Resources staff, in collaboration with Student Learning and Student Services will review and identify on-going supports and professional learning necessary to promote staff retention and priority placement. Evidence of progress and practice will be documented through meeting and agenda minutes, updated hiring processes and procedures, and memorandum of understandings tied to current CBA language by spring of 2014.

UPDATE FOR THE 2015-16 SCHOOL YEAR: The HR review process is ongoing. We are increasing our use of letters of intent and working more intentionally to improve communication with principals about identifying outstanding student teachers to recruit.

TASK 1:

Assigned to: Amie Brandmire/Tina Konsmo/Ailene Baxter **Date of Completion:** May 30, 2014

Develop a review process by which current recruitment, hiring, and retention practices are examined. As a result of the review process, implementation timelines for recommended adjustments will be developed. When able to place new teachers, the placement of highly qualified new teachers will be given first priority to Title I schools identified as underperforming. This will be documented through our regular staffing procedures in the assignment of new staff to these schools by August 2015.

UPDATE FOR THE 2015-16 SCHOOL YEAR: The review process has been developed and is ongoing.

TASK 2:

Assigned to: Ailene Baxter/ Tina Konsmo /Amie Brandmire **Date of Completion:** Aug. 30, 2017

In collaboration with the teachers union, we will seek to develop specific CBA language on hiring/transfer policies for Title I schools identified as underperforming. This will occur through the negotiation process in the 2015 contract. In the interim, through labor management discussion we will collaboratively seek a Memorandum of Understanding regarding the job descriptions, posting of positions, hiring, and transfer of teachers (to ensure teachers best qualified and with the appropriate skills) are assigned and retained to those Title I school identified as underperforming.

UPDATE FOR THE 2015-16 SCHOOL YEAR: The district continues the process of discussion with the PEA regarding this task.

TASK 3: Assigned to: Ailene Baxter/ Tina Konsmo /Amie Brandmire Date of Completion: May 30, 2016
Human Resources staff, in collaboration with Student Learning and Student Services will actively explore establishing a new teacher mentor and assistance program to support and retain highly qualified teaching staff.
UPDATE FOR THE 2015-16 SCHOOL YEAR: As of May, 2015, this continues to be in process.

TASK 4: Assigned to: Ailene Baxter/ Tina Konsmo /Amie Brandmire Date of Completion: June 30, 2018
Human Resources staff, in collaboration with Student Learning and Student Services, will review and identify the supports and professional learning necessary to promote the ongoing professional learning necessary for staff retention and priority placement. Particular attention will be paid to the requirements and processes of SSHB 1723, full day Kindergarten and the Washington Kindergarten Inventory of Developing Skills. Included will be an examination of necessary language and practice developed through the labor management process already in place.
UPDATE FOR THE 2015-16 SCHOOL YEAR: The district continues the process of discussion with the PEA regarding this task.

INDICATOR | P2-B: The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.

CURRENT STATUS DESCRIPTION: Current PEA CBA language in Article 7 guides the assignment of teachers to Title I schools. Further, Title I has been identified as a special program for the purpose of assignment, transfer, and recall. Current contract language also provides for consensual transfer to benefit program need. However, current contract language also specifies seniority as a significant factor in layoff and recall.

Section 7.5 "...Building administrators and program supervisors will begin the involuntary transfer process by asking for volunteers. If the volunteering employee has an evaluation of "does not meet criterion," the District and Association must agree that the employee may volunteer for involuntary transfer."

Section 7.5.2 "...Employees may be transferred involuntarily for valid educational reasons when continuation in assignment is detrimental to program..."

Update for the 2015-16 School Year: A MOU (Memorandum of Understanding) was designed to allow for placement into areas of critical need, Kindergarten, Special Education, Counseling, Title, and LAP. These positions can be placed by instructional leaders using performance criteria. Also, language was added to include the inability of unsatisfactory teachers transferring out of assignment while in this status.

Instructional coaches were added to high impact schools to assist in pedagogy and instructional modeling. These schools include our focus school and those schools that were previously identified as emerging. Three instructors have initiated separation from our district as a result of the new evaluation system within the last twelve months. Two more are actively seeking options at this time. All teachers assigned to Title I schools meet the HQT requirements.

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your school:
SMART GOAL: Pursue an agreement with the teacher association regarding preferential hiring practices for Title I schools via discussion at labor management meetings expressing the need for our most highly qualified staff to work with our neediest schools/students. This would be accomplished and measured by meeting minutes, an MOU, and long term CBA language by 2015 and 2018 respectively.

TASK 1: Assigned to: Ailene Baxter/Tina Konsmo/Amie Brandmire Date of Completion: Aug. 30, 2017
Through labor management and PEA negotiations begin discussion of the need for preferential hiring practices specific to needs and contexts of our underperforming schools by 2014.
Update for the 2015-16 School Year: This continues to be in process.

TASK 2: Assigned to: Ailene Baxter/Tina Konsmo/Amie Brandmire Date of Completion: June 30, 2017
In collaboration with the teachers union, we will seek to develop specific CBA language on hiring/transfer policies for Title I schools identified as underperforming. This will occur through the negotiation process in the 2015 contract. In the interim, through labor management discussion we will collaboratively seek a Memorandum of Understanding regarding the job descriptions, posting of positions, hiring, and transfer of teachers (to ensure teachers best qualified and with the appropriate skills) are assigned and retained to those Title I schools identified as underperforming.
Update for the 2015-16 School Year: As of May, 2015, discussions are ongoing. An MOU has not yet been completed.

TASK 3: Assigned to: Ailene Baxter Date of Completion: June 30, 2018
Develop specific CBA language on hiring practices and transfer policies related to underperforming schools for incorporation of the next collective bargaining agreement by 2018.

INDICATOR | P2-C: Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of their Student and School Success Action Plan and evolving needs.

CURRENT STATUS DESCRIPTION: Late start Mondays are provided for staff collaboration and training. The BERG group completed a needs assessment for both Spinning and Firgrove. The emerging schools were prioritized to receive GLAD training. A GLAD trainer was placed at Firgrove Elementary to support the staff through implementation of GLAD strategies. Staff collaboration and training time is also supported through late start Mondays at both schools.

Several trainings have been provided to both emerging schools. The District Improvement Specialist provided math training for Spinning Elementary staff. Journeys training was provided specifically to Firgrove and Spinning staff through professional trainers and detailed training on the Common Core State Standards (CCSS) was delivered to teacher representatives from Spinning Elementary through the Puget Sound Educational Service District. As needs are identified by principals throughout the year, training will be planned and arranged. Both Emerging Schools were prioritized to receive Advancement Via Individual Determination (AVID) training and are in full implementation this school year. Firgrove Elementary has had Professional Learning Communities (PLC) training at the Dufour conference and both schools use data walls and carousels in preparation for their building plans.

Update for the 2015-16 School Year: The Educational Leadership Team scheduled early release and day-long staff development time for school staffs to address requirements for school improvement. The school is allowed discretion in selecting the staff development based on its needs. Principals are provided with professional development which they are then able to take back to their leadership teams to determine best fit for the needs of their schools. Schools in Steps 1 & 2 of AYP Improvement are given further set-aside Title I funds to address the professional development needs of staff. Instructional coaches have been assigned to assist in Karshner Elementary and in our schools in Step 2 of improvement. The Educational Leadership Team will continue to meet monthly to revise and to plan future staff development.

No Development or Implementation Limited Development or Implementation **Full Implementation**

PRINCIPLE 3: EXPANDED LEARNING TIME FOR STUDENT LEARNING AND TEACHER COLLABORATION

INDICATOR | P3-A: The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.

CURRENT STATUS DESCRIPTION: Late start Mondays are provided district-wide for teacher collaboration. For the emerging schools, Title I funds have been provided for extended day and release time training in addition to extra professional development workshops. Spinning and Firgrove were prioritized to receive GLAD and AVID training. The District has worked hard to prioritize and meet the needs of the emerging schools.

Update for the 2015-16 School Year: In June of 2015, the district provided professional development for all schools within the district focusing on RTI and Assessment. In addition, three schools including our focus school and two other Title I schools partnered with Community in Schools to bring tutoring to their buildings focusing on literacy and mathematics. Another school provided a "HOPE Club" to their students which offered tutoring and extended learning opportunities after school with transportation being provided. Funds were given to schools to help differentiate individual school needs. For example, one school used their funds to pay teachers for an after school math club for all third grade students focusing on common core concepts. During the summer of 2015, the district offered a summer school program for incoming 4th grade students from our nine Title schools to participate in free of charge. The focus was on literacy. Transportation and snacks were also provided free of charge. Summer school occurred from July 6th-30th.

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your School:

SMART GOAL: Prioritize the staffing first for underperforming schools during the budgeting process in January and February through additional allocations of specialist time and FTE as needed in order to limit the interruptions to instructional blocks and create common planning times as evidenced by building schedules and staffing rates by May of 2014.

UPDATE FOR 2015-16 SCHOOL YEAR: When fully met, this objective will allow for schools to have common plan time for teachers, enriched specialists schedules to support common planning and RTI, an intent to eliminate split classrooms, flexibility to create before and after school programs and activities for students, as well as flexible learning groups inside and outside of the school day.

TASK 1:

Assigned to: B. Lowney/T. Pitzer/ B. Fox/R. Wells/D. Harris

Date of Completion: Sept. 01, 2016

Prioritize schools' in improvement schedules so that specialists are assigned based on common instructional blocks, intervention blocks, and common planning for teacher teams. Enrich the staffing allocation as needed so that this occurs. Prioritize bundling para assignments for more consistent staff support.

UPDATE FOR 2015-16 SCHOOL YEAR: The district continues conversations with school administration, labor management, and budget authorities to continue working on ways to create master schedules that support common instructional blocks, intervention blocks and common planning for teacher teams. This current year, we have added music and library FTEs to help with this effort thus providing additional staffing for RTI.

TASK 2: **Assigned to: C. Cox/B. Lowney J. Parker/V. Pecchia** **Date of Completion: Sept. 01, 2016**

Prioritize schools in improvement so that split classes can be limited or avoided. This will help to ensure that learning time is maximized for students.

UPDATE FOR 2015-16 SCHOOL YEAR: Smaller class sizes has been a focus for our elementary schools in particular. We are challenged at this time with severe overcrowding and the lack of physical space to create smaller class sizes without adding split classes. This is done as a last resort however we are still needing to create some split classes due to budgetary constraints and lack of classrooms. The district has created a plan to transition 6th grade students from elementary schools to the jr. highs to alleviate the overcrowding at several of our buildings. This transition began this current school year and will continue for the next few years. In addition, we are currently proposing a Bond for our voters on November 3, 2015 to address this issue through the approval of a bond that would build a new elementary school, replace three of our current schools, including two Title I schools, with larger buildings, and remodel and expand another elementary school. Although we do have new split classes at our schools, the result of this is smaller class sizes school-wide thus increasing student-to-teacher ratio and more individualized instruction.

TASK 3: **Assigned to: D. Harris/R. Wells/ T. Pitzer/CAO's** **Date of Completion: March 31, 2016**

Assign specialists to allow for collaborative planning and intervention blocks to facilitate RTI and PLC work in the schools.

UPDATE FOR 2014-15 SCHOOL YEAR: As a district we continue working towards RTI and PLC models at every building. School administrators have the flexibility to create their master schedules to reflect RTI and intervention blocks to meet the needs of their individual schools. This allows administrators to take into account student need, grade levels, and maximize learning time with specialists and support personnel. Due to CBA language, we are closing this task to create another that more specifically addresses our needs and process to support this indicator.

TASK 4: **Assigned to: C. Sweeting/K. Ehman/J. Parker/C. Moloney** **Date of Completion: May 31, 2018**

On a yearly basis, develop a plan to include staff development time for teachers to address identified learning needs outside of the school day.

UPDATE FOR 2015-16 SCHOOL YEAR: In June of 2015, the district hosted a two day RTI and Assessment training for all schools to learn about how to use data to inform instruction, create RTI groups, and thus target any outside interventions for their students. An additional day was provided for schools to take this information learned back to their teams to create a plan for the 2015-2016 school year including RTI, Intervention Blocks, PLCs, and extended learning opportunities. In addition, some of our elementary schools partnered with Communities in School and Americore to provide tutoring outside of the school day. Various elementary schools hosted AR Clubs afterschool and during the summer to foster year-round reading, and homework clubs were started providing additional support after school for students. In addition the district provides additional funds for individual schools (grant requests) to help pay for costs associated with after school learning needs. For example, two junior highs used this funding to pay for buses to take students home after extended learning, minimizing a barrier to this type of intervention. This is an ongoing effort and will need to be continued on a yearly basis. District also provided a Summer School for incoming 4th grade students from our nine Title schools. Staff development time was given for those teachers to analyze student data, create plans, and collaborate with each other to create a cohesive literacy program. The addition of an intervention specialist provides specific staff development opportunities outside of the school day for grade level teams to focus on specific student learning goals and response to intervention. This specialist also conducts whole school professional development as needed for specific building needs.

TASK 5: **Assigned to: Kathleen Ehman** **Date of Completion: May 31, 2018**

On a yearly basis, develop a plan within the allocated budget to provide additional learning time for students during intervention blocks within the school day to assure that all students can benefit, as well as outside of the school day or school year. This year, we are planning to provide a summer school opportunity for level one third grade students from Title I schools and an Extended School Year program for qualifying special education students.

UPDATE FOR 2015-16 SCHOOL YEAR: During the 2014 -2015 school year the district encouraged all schools to place intervention blocks into their master schedule to ensure all students received either intervention or enrichment opportunities. Schools can utilize the Student Assistance Program grant offered by the district to help out with costs for activities outside of the school day. For example, two of our junior highs received funding for activity busses to transport students' home after additional learning activities. The grants also paid for teacher stipends.

In addition, the district funded a Title I Summer School program for identified students entering 4th grade who needed additional learning in the area of literacy. In addition, summer school was also provided (extended school year) for qualified special education students. This school ran from July 6-July 30th with transportation provided.

A junior high math camp was also held for targeted incoming 7th graders during August to front load them with information and skills needed to be successful at the beginning of the year. These programs will also be supported this upcoming year and hopefully expanded as the budget and student needs are reviewed.

TASK 6: **Assigned to: C. Sweeting/T. Frank/T. Pitzer/ CAO's** **Date of Completion: June 15, 2018**

Work in collaboration with Labor Management and Bargaining, Finance, Human Resources, and district personnel to allow for increased flexibility with the specialists' support to RTI and PLC work to increase quality core instruction and interventions.

UPDATE FOR 2015-16 SCHOOL YEAR: Added Task. Due to multiple factors in scheduling specialists for each school, a more collaborative effort involving various stakeholders needs to take place in order for this task to occur, including labor management and contractual language that will begin in 2017.

PRINCIPLE 4: INSTRUCTIONAL PROGRAM

INDICATOR | P4-A: The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.

CURRENT STATUS DESCRIPTION: The Puyallup School District has a defined curriculum process that included input from teachers, central office staff, and community members. During this process research and rigor are considered as major components of any adoption. In the past three years the elementary grades across the district have adopted the Bridges math curriculum and the Journeys reading curriculum. Because Bridges was developed prior to the Common Core State Standards adoption by Washington State, a district committee convened to determine where the CCSS were not met in Bridges and revisions to the curriculum occurred to bring math into alignment. The Journeys curriculum is in alignment with the CCSS. At the kindergarten and first grade levels, the Read Well curriculum has been the adoption and the new edition was purchased in the last two years for those grade levels. Read Well, Bridges, and Journeys are all research-based, rigorous, field-proven programs. In addition to these core materials, an adoption occurred to supplement with research-based intervention materials. In reading these are: Rewards, Six-Minute Solution, SOAR to Success, SIPPS, Making Meaning, Reading Mastery, and Corrective Reading. In math these are: ORIGO, KEMS, Quizdom and IXL Math. Teachers work collaboratively with interventionists to determine which interventions would be best suited to assist students in meeting grade level standards. In guiding educational practice and models, the district has been conducting training for all principals and central office staff in the AWSP Leadership Framework and for all administrators and teachers in the Danielson Instructional Framework. In addition, the district is in the process of training all teachers in the Achievement Via Individual Determination (AVID) model and in Guided Language Acquisition and Design (GLAD). In addition, the district has developed a detailed improvement plan for ELL instruction district-wide to specifically address this population's needs. (See the ELL improvement plan in the Uploaded Documents folder.) The two emerging schools have been prioritized to receive this training.

UPDATE FOR THE 2015-16 SCHOOL YEAR: We continue to roll in groups of elementary schools to our GLAD trainings. In addition, a number of topic specific GLAD trainings are offered to staff during the school year. This year we are adding GLAD for Paraeducators, GLAD in Science, and other curriculum topics. Project GLAD is a professional development model that incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. While originally developed for English Language Learners, it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills. Source: <http://begladtraining.com/>

Read Well® adjusts to the needs of each student and builds the foundation necessary for sustained reading success. With multiple entry points into the Read Well curriculum, each student is assessed and placed into the small group that matches his or her skill level. Ongoing assessment and progress monitoring inform instruction. Daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension builds the foundation necessary for students to become lifelong readers. Source:

<http://store.voyagersopris.com/read-well/>

In Journeys, our 2nd-6th grade readers are strengthened by skill mastery; introduced to award-winning text; and build the skills needed for college and careers. Backed by proven results, Journeys is the most widely-used reading program in the country. Journeys is a research-based, comprehensive English Language Arts program designed to provide solid instruction that is clear and focused with realistic pacing and manageable resources. Source: <http://www.hmco.com/shop/education-curriculum/reading/core-reading-programs/journeys#sthash.HYUschbJ.dpuf>

Our mathematics program K-12 is founded upon effective research and the elementary and secondary adoptions were vetted through our Instructional Materials Committee and School Board to ensure alignment to standards and effective math practices (see references or bibliography below). Though different perspectives on what effective math practices persist, our district is more aligned to a constructivist approach to math in grades K-8 and numeracy/skill based practice in grades 9-12.

For these instructional materials and all others in the Puyallup School District, School Board policy provides clear guidance on the instructional materials all teachers must use. Policy 2020 cites: "The Board recognizes that the delivery of instruction will vary among schools and staff and will be further differentiated by the learning needs of students. Nonetheless, instruction throughout the district will be derived from a common curriculum embedded with state learning standards. Teachers are expected to adhere to and teach the curriculum using district adopted instructional materials. Principals will provide appropriate instructional supervision to assure implementation. The Board anticipates that the district curriculum will promote continuity in the acquisition of skills and knowledge from grade level to grade level K-12 and from school to school within the District. Board approved instructional materials shall promote consistency and clarity of instructional focus, enabling students to meet state learning standards. Students in each class or course in grades 7-12 shall receive a syllabus that aligns to the adopted curriculum. The syllabus will outline class/course expectations, course content, identify the core instructional materials to be used, and explain procedures for assessing student achievement and promotion." Pacing guides in core classes were also developed and implemented district-wide as an additional action step supporting this policy language. Complete research bibliographies can be found within the teacher materials for each curriculum. Refer to uploaded bibliography in the uploaded documents file.

No Development or Implementation Limited Development or Implementation Full Implementation

INDICATOR | P4-B: The district works with the school to provide early and intensive intervention for students not making progress.

CURRENT STATUS DESCRIPTION: The district provides an overview of students' achievement through individual meetings between the Executive Director for Assessment and Accountability, principals, and school staffs. During these meetings MSP results are shared along with student growth profiles. The district has also provided a subscription to DIBELS.net for every elementary school and has provided training for all Title I teachers. We are in the process of training a cadre of teachers at each school who can provide school-wide DIBELS assessment benchmark testing three times per year. The district is also in the process of training staff in a new tool for monitoring students' progress toward meeting standards called PerformancePlus. Specific intervention programs have been provided in reading and in math for all elementary teachers and interventionists. Training in these programs is provided annually for new staff. In the emerging schools, extended learning opportunity funds were increased to assist the staff in providing early and intensive interventions for students not making progress. Additional Title I staffing was also provided for this purpose.

UPDATE FOR THE 2015-16 SCHOOL YEAR: Each building is creating a RTI Model for their school. The current core curriculum have been aligned to the Washington State Standards. Gaps in the standards have been filled with supplemental teaching materials to target the missing standards. Essential standards are being compiled at buildings to focus the RTI work. Specific learning targets are being identified which are critical to learning progression. These are part of the tiered intervention approach and the RTI Model. Flexible groupings are being implemented to target learning to individual student needs. An intervention audit is underway to ensure we are using research proven, effective interventions with our tier 2 and 3 students in literacy and math. Progress monitoring takes place every 4-6 weeks as needed for reviewing individual student growth. The WaKIDS assessment using TS Gold is administered each September-October to gather a baseline on entering kindergarten students' skills. ELL students are progress monitored using the same assessments along with the WELPA scores from last year. Using performance plus a student profile of assessment scores can be created for each student. AMAO data, released from the state, provides general patterns and trends which can be used to improve ELL services. ELL students are instructed using the same core materials as all students for first instruction, then skills are retaught and/or reinforced using ELL specific materials within the curriculum. Supplementary materials are used as required to address individual student needs. PerformancePLUS is also integrated with our existing student data management and grading system called Teacher Access Center (TAC). All attendance, behavior, student grades, assessment scores are accessible by each student and managed by their teachers and other district personnel to provide each student and parent with immediate, online access to their academic performance. Parents are able then to access their child's academic progress online through their own computer or phone through our Home Access Center (HAC).

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your School:

SMART GOAL: PSD will work to build capacity among our leaders to be comfortable with literacy data first, data conversations second and finally the necessary response to what that data means.

TASK 1:

Assigned to: Dana Harris

Date of Completion: May 30, 2016

Create a committee to develop sample plans and recommend programs for utilization of extended learning opportunity funds that are targeted and specific.

UPDATE FOR THE 2015-16 SCHOOL YEAR: The elementary literacy cadre met throughout the year comprised of at least one representative from each school. The committee reviewed procedures for collecting DIBELS assessment data and discussed ways it could be used by buildings to target their extended learning opportunity funds. Buildings continued to use their trained DIBELS staff person as a resource for building based professional development, decision making, and professional collaboration in literacy. All schools have provided their own DIBELS testing this year except for kindergarten which was administered by a district assessment team. Scoring guidelines and benchmark documents were reviewed by the DIBELS building teams and literacy cadre to ensure the highest level of consistent implementation. The literacy cadre helped establish the DIBELS testing windows for the upcoming '15-'16 school year. Systems are in place and this continues to be an on-going activity.

TASK 2:

Assigned to: Glenn Malone

Date of Completion: April 18, 2015

In the 14-15 School Year, continue to offer introductory trainings in Performance Plus and add advanced trainings to help staff better monitor student progress.

UPDATE FOR 2015-16 SCHOOL YEAR: Trainings were offered throughout the school year on ten different occasions: two on Oct. 11, three on Nov. 7, one on Nov. 8, one on Jan. 28, and two on April 18.

TASK 3:

Assigned to: Dana Harris

Date of Completion: Jan. 22, 2015

Continue to offer DIBELS training so that schools are able to offer this assessment to all elementary students three times per year.

UPDATE FOR 2015-16 SCHOOL YEAR: DIBELS Training has been offered three times during the 14-15 school year and will continued to be offered according to staff need. 2015-2016 Update: Systems are put in place to provide DIBELS training at the beginning of the year for staff and then throughout the year as buildings request focusing on specific measures and grade levels.

TASK 4: **Assigned to: Glenn Malone** **Date of Completion: May 31, 2018**
Continue to refine staff understanding of the use of assessment as it relates to delivery of timely and targeted intervention through designing and offering classes and tutorials in the use of data and research supported interventions.
UPDATE FOR 2015-16 SCHOOL YEAR: Added Task – Frequency: Once a year. Professional development in the ongoing use of Performance Plus, progress monitoring, and SBA assessments will address this task. We have provided ongoing training on our PerformancePLUS product and how that program is used for progress monitoring with STAR, DIBELS and SBA assessments. These are a result of numerous requests from staff and administration when data has been requested and used to determine delivery of timely and targeted interventions. Further work is still needed in the use of SBA data and interim assessments and how this information is also used to help with our intervention efforts.

INDICATOR | P4-C: The district has a comprehensive plan that includes testing each student at least three times each year to determine progress towards standards-based objectives.

CURRENT STATUS DESCRIPTION: In previous years the district has only assessed students who did not meet standard on initial screeners in DIBELS in grades 1-4. A district DIBELS screening team was assigned this task in each elementary school. We are transitioning to having a team at each elementary school that will provide DIBELS benchmark testing for students. This year, STAR Renaissance has been added to the reading assessment system. Every elementary school has access to benchmark and progress monitoring assessments in STAR. Firgrove was allowed to carryover more than the normal amount to assess students in STAR math as well. Also this year, full day kindergartens were added at Firgrove Elementary and Spinning Elementary and the WAKids assessment was used for the first time for these kindergarten classrooms.
UPDATE FOR 2015-16 SCHOOL YEAR: Every elementary benchmark assesses K-6 grade students using DIBELS three times per year for all students. Progress monitoring with DIBELS occurs frequently dependent on student need. Students in grades 2nd-9th use the STAR reading and math assessment four times per year as a benchmark tool. Math computational fluency assessments (Fuchs and Fuchs) are given three times a year as benchmarks (September, January and April). Schools are encouraged to give monthly math computational fluency assessments as progress monitoring to guide and modify instruction. Additional academic information is assessed in our K-1 students through the state’s WaKIDS assessment, as well as our curricular Read Well and Bridges literacy and math assessments. These assessments provide our teachers with important baseline data to determine the range of academic abilities of incoming Kindergarten students, and the development of our 1st graders. Attached you will find the examples of the district Assessment Calendar which provides a comprehensive view of all the assessments conducted K-12 which inform our Response-to-Intervention practices mentioned in P4-B.

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your School:
SMART GOAL: Increase the frequency of comprehensive assessment practices and professional development so that teachers can effectively use data to improve instruction through the use of Performance Plus, their participation in professional development training, the use of SMARTER Balanced benchmark assessments, progress monitoring tools and the potential use of WAKids in all full day Kindergartens as evidenced by professional development rosters and observation of use of the tools by May 2015.

TASK 1: **Assigned to: Glenn Malone** **Date of Completion: Jan. 25, 2016**
Develop a written comprehensive plan to encompass the timeline for rolling out WAKids, STAR, Performance Plus, as well as the professional development for these programs.
UPDATE FOR 2015-16 SCHOOL YEAR: The comprehensive plan is now completed and in place with full implementation with WAKids and STAR Reading and Math in all schools. This has addressed the refinement issue mentioned in May 2015.

TASK 2: **Assigned to: Glenn Malone** **Date of Completion: March 21, 2014**
Determine if the District will adopt STAR Math for elementary as a measure for determining student progress.
UPDATE FOR 2015-16 SCHOOL YEAR: The budget request for \$300,000 over the next 3 years (2014-2017) to support STAR implementation in both Reading and Math for grades 1-9 has been submitted. The contract is currently in place.

TASK 3: **Assigned to: Dana Harris** **Date of Completion: May 30, 2016**
Develop protocols for STAR testing that indicate next steps for intervention based on data.
UPDATE FOR 2015-16 SCHOOL YEAR: As we develop an understanding of RTI in a more systemic and systematic way for our district, this will become easier. We will continue to examine the information STAR provides for us and use it to inform interventions at the school level. STAR is one of the measures used for Title I and LAP eligibility.

TASK 4: **Assigned to: Dana Harris** **Date of Completion: Aug. 30, 2017**
Determine the feasibility of a two early release days for kindergarten teachers during the month of October for teachers to examine their WAKids TSGold data and upload it into the system. If found to be feasible, plan for this to occur in August 2014.
UPDATE FOR 2015-16 SCHOOL YEAR: Per CBA language around assessment and teachers using those days which have been negotiated to enter TSGold data. Discussion continues with the PEA.

TASK 5: **Assigned to: Glenn Malone** **Date of Completion: May 26, 2017**
Implement the SMARTER Balance Assessment for reading and math benchmark tests and progress monitoring systems to determine growth toward standards.
UPDATE FOR 2015-16 SCHOOL YEAR: Many of our schools are beginning to use the interim assessments as a progress monitoring tool. We are still in the process of full implementation with the interim assessments, though we are also using these documents to provide professional development to our teachers while we use them as a monitoring tool. Targeted completion date: June 2017.

TASK 6: **Assigned to: Dana Harris** **Date of Completion: March 20, 2014**
Determine the feasibility of a staggered start for full day kindergarten sites in order to give the kindergarten teachers an opportunity to fulfill the WAKids Family Connection requirement prior to the first day of school. If found to be feasible, plan for this to occur in August 2014.
UPDATE FOR 2015-16 SCHOOL YEAR: Currently in practice.

TASK 7: **Assigned to: Glenn Malone** **Date of Completion: Jan. 25, 2016**
Webinars are being made available for principals including Performance Plus, and SBAC. In addition, a Comprehensive overview of SBAC will be presented at principals' meetings throughout the 14-15 school year.
UPDATE FOR 2015-16 SCHOOL YEAR: Update as of May 1, 2015: We have begun to implement the Interim Benchmark and Block assessments as progress monitoring tools, but more professional development is needed. This work will continue into the next two school years.
Numerous webinars using our MS Lync system were used to provide professional development to administrators, assessment coordinators, and teachers around SBAC information and implementation. Our district assessment coordinator has registered and participated in several state-sponsored webinars from OSPI around Smarter Balanced Assessments and that information, in turn, has been presented to all relevant district staff.

TASK 8: **Assigned to: Glenn Malone** **Date of Completion: June 30, 2017**
Ensure a smooth implementation of interim SBAC assessments when they become available in January 2015.
UPDATE FOR 2015-16 SCHOOL YEAR: Work continues in this area for us district-wide. Over the last several months, administrators and teachers are seeing the need for additional professional development and use of interim assessments to adequately prepare our students for the SB Assessments. Hence, they are seeing a readiness to benefit now. Work will continue, however, into June 2017 before we are fully utilizing these tools across the district.

TASK 9: **Assigned to: Glenn Malone** **Date of Completion: May 6, 2015**
Develop and offer classes to improve the use of formative assessment processes using the SBAC Digital Library.
UPDATE FOR 2015-16 SCHOOL YEAR: The Smarter Balanced Assessments were implemented in every school in the Puyallup School District in the spring of 2015.

TASK 10: **Assigned to: B. Lowney/J. Parker/V. Pecchia** **Date of Completion: April 21, 2015**
Continue to foster the development of effective RTI implementation district-wide. In support of this task a training in RTI was provided to all district schools in the 2013-14 school year and during the summer of 2014. During the 2014-15 school year, this initiative will continue through the ongoing principal professional development meetings.
UPDATE FOR 2015-16 SCHOOL YEAR: Frequency = Monthly. The district leadership team has provided ongoing principal PD (monthly) that revolves around RTI.

PRINCIPLE 5: USE OF DATA - ASSESSING STUDENT LEARNING

INDICATOR | P5-A: The district provides schools with technology, training, and support for integrated data collection, reporting and analysis systems.

CURRENT STATUS DESCRIPTION: Presently, the District's technology goals are to eliminate out dated computers and technology, to improve and equalize access, increase readiness for assessment, improve reliability and performance, and make visible impact to instructional programs.

In 2013, hundreds of computers were purchased to reduce the ratio of students to computers to 5-to-1. Achieving this ratio provided increased service within elementary schools which significantly improved the ability of students to access computers as a learning tool. To support teaching and learning the Puyallup School District also purchased additional smart boards, projection units, and document cameras for teachers. Over the last few years fiber optics were installed and the District is planning to upgrade all the corresponding connecting devices to optimize efficiency of this fiber system. Upon completion of this project, the Puyallup School District will have a high-end network and internet infrastructure to allow capacity needed to use data to inform instruction on a district-wide scale.

With the recent software upgrade of eSchoolsPLUS and the purchase of PerformancePLUS will allow administration and staff to collect data, report assessment trends, and analyze student learning systems. PerformancePLUS will be the primary tool used district-wide to help drive decision-making with instruction and intervention in the classroom, as well as to inform important decisions made about instructional programs by building and central office administration.

UPDATE FOR 2015-16 SCHOOL YEAR: The district has made significant progress towards full development in providing all schools with technology, training, and support for integrated data collection, reporting, and analysis systems. Examples of progress/action in support of this principal include:

* All building principals had one-on-one meeting with district assessment coordinator in order to have full understanding of data sources including Performance Plus, Query, OSPI Report Cars, and the new online SBA reporting system. This work built capacity in principals to examine disaggregated student data around socioeconomic status, race/ethnicity, and special populations.

* We are in the midst of providing training for all staff to be able to access our data warehouse, which enables staff members to disaggregate data at all levels, student by student.

* Principals are engaged in district-led professional development focused on formative assessment and the use of assessment to drive instructional practice. This focus on formative assessment is directly integrated with the technology training.

* We have taken significant steps forward in reporting and analyzing districtwide data around attendance and discipline. All principals/administrators have engaged in a series of professional development intended to create plans for implementing a multi-tiered approach to improved student behavior, attendance, and discipline (PBIS, Restorative Justice, etc.).

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your School:

SMART GOAL: Within the next two years staff and administrators will be trained and ready to use PerformancePlus for reporting, analyzing, and using data from this system to make educational decisions as demonstrated by 100% of staff logging in and utilizing the site.

UPDATE FOR 2015-16 SCHOOL YEAR: Staff will be able to use the SBAC Interim Assessments and Digital Library to effectively improve student learning as demonstrated by teachers' use of these tools on a consistent basis as reported by principals.

TASK 1:

Assigned to: Glenn Malone/John Parker

Date of Completion: March 21, 2014

During the 2013-14 school year key staff and administration (Principals, Title 1/LAP staff, On-Time Graduation Specialists, Special Education Specialists, etc.) will be trained in how to use the Sunguard product PerformancePlus. The majority of this training will be provided by Sunguard with support from Glenn Malone and John Parker. A train the trainer model will be developed in order to facilitate further training in the 2014-15 school year.

UPDATE FOR 2015-16 SCHOOL YEAR: We continue to offer Performance Plus through the professional development website.

TASK 2:

Assigned to: Glenn Malone

Date of Completion: May 06, 2015

By the end of the 2014-15 school year, all staff and administrators will have had training and full exposure to PerformancePlus. Training and support will be provided by the cadre of trainers from the train the trainer model and training will take place in a variety of ways; ½ days, before school, supplemental days, and other dates to be determined. The principal, with teacher leaders, will take charge of the training and use of the data.

UPDATE FOR 2015-16 SCHOOL YEAR: This training has been put into place and made available to staff in all schools through the 'Trainer of Trainer' model.

TASK 3: **Assigned to: John Parker** **Date of Completion: April 21, 2015**
Based on this new data repository and assessment information, the District will collectively develop a protocol to identify student needs based on the represented data by the end of the 2014-15 school year.
UPDATE FOR 2015-16 SCHOOL YEAR: We scheduled several PerformancePLUS trainings over the course of the 2014-15 school year and incorporated protocols to review and use data to drive decision making in RTI teams. Often the RTI teams address achievement needs for students in all subgroups and use this same data for student growth goals.

TASK 4: **Assigned to: B. Lowney/ J. Parker/ V. Pecchia** **Date of Completion: Aug. 31, 2016**
Data will be collected on the number of staff and principals who developed their growth goals based on their use of data either via Performance Plus and/or the building CEE packets.
UPDATE FOR 2015- 16 SCHOOL YEAR: On-going Task

TASK 5: **Assigned to: B. Lowney/ J. Parker/ V. Pecchia** **Date of Completion: June 01, 2015**
Data will be collected as to the number of Professional Development offerings that use data as part of their learning target and for work designated for that Professional Development day.
UPDATE FOR 2015-16 SCHOOL YEAR: Data was incorporated into the learning targets at each Principal Professional Development. Recent Science trainings, Math training, CCSS training, and Student Discipline Data trainings with principals have focused on data and included the analysis of data as part of the learning targets (see district PD agendas... https://www.edline.net/pages/Puyallup_School_District/Departments/District_Leadership_and_Region/Professional_Development).

TASK 6: **Assigned to: Glenn Malone/Brian Fox** **Date of Completion: Jan. 29, 2016**
The data dashboard will be up and available to the public by the end of the 14-15 school year in order to provide transparency.
UPDATE FOR 2015-16 SCHOOL YEAR: Progress has been made toward this goal and some elements of data are up on the district's website, but we continue to refine the process. Data has been collected for each school and is now available on Edline for the public, but we will continue to improve the system to make it more user-friendly. URL and screenshot are uploaded in the documents section to show evidence of dashboard information online.

TASK 7: **Assigned to: Glenn Malone** **Date of Completion: Jan. 22, 2016**
Specific training (both group and individual) will be provided to principals and ELT members in order for them to "understand" data and to use it in the development of their CSIP and RTI work with teachers.
UPDATE FOR 2015-16 SCHOOL YEAR: As the initial SBA results have come in, training has been provided to principals and teachers so that they can access the SBA results for their students. Further training will be provided throughout the spring and into the fall of 2015.

TASK 8: **Assigned to: Glenn Malone/Other Staff** **Date of Completion: Jan. 29, 2016**
The SBAC Digital Library and associated training will take place in group and individual training sessions starting in Nov. 2014 and going through the 14-15 and 15-16 school years, building upon awareness and moving to the use and development of formative assessments that can be used in the classroom.
UPDATE FOR 2015-16 SCHOOL YEAR: Digital Library Training has been provided to principals and at the school level. As the Digital Library becomes more robust, further training will be provided.
Trainings continue to be offered on the digital library as well as other SBA supports including interims throughout the school year. Trainings are offered on the district's professional development website for staff to sign up for as well as delivered during principal professional development days as scheduled.

PRINCIPLE 6: SCHOOL AND CLASSROOM CULTURE

INDICATOR | P6-A: The district implements state and federally aligned policies and procedures which guide, promote, and assist school communities with academic, physical, social, emotional and behavioral programs and practices that ensure a safe and supportive culture and climate.

CURRENT STATUS DESCRIPTION:

- District has developed policy and procedures related to school safety that reflect and align with current state and federal laws.
- District provides annual training to staff regarding safety and positive school culture initiatives. (Welcoming Schools, Safe Schools trainings, Emergency Preparedness, Rapid Responder)
- Most school-level programs promote a positive, caring and supportive school climate that is respectful of all learners. (curricular adoptions, Welcoming Schools, HIB, cyberbullying, AWSP Principal Framework, Crime Prevention through Environmental Design--CPTED)
- District promotes professional development related to best practices around classroom management and positive school culture. (Danielson, RAS, Pierce County Department of Emergency Management--PCDEM trainings)
- Monthly principal support meetings are held to update, inform, and advise in areas of discipline, school safety, culture, community demographics, and laws and policies.

UPDATE FOR THE 2015-16 SCHOOL YEAR:

- District has developed policy and procedures related to school safety that reflect and align with current state and federal laws.
- The directors in Student Services regularly attend monthly Pierce County Department of Emergency Management meetings for updates in trends and emergency protocols.
- District has re-written and updated Emergency Preparedness manual for all schools and departments.
- The directors in Student Services train principals, security officers and secretaries annually and monthly in best practices protocols for emergency drills.
- District provides annual training to staff regarding positive school culture initiatives (Welcoming Schools, Safe Schools trainings, McKinney-Vento coordination, Adverse Childhood Experiences Strategies, policy updates, Rapid Responder).
- District has recently updated policy 3207 on Harassment, Intimidation and Bullying based on WSSDA recommendations, defining and investigating HIB, and the use of HIB forms.
- Most school level programs promote a positive, caring and supportive school climate that is respectful of all learners and staff. (curricular adoptions, Welcoming Schools, HIB, cyberbullying, AWSP Principal Framework, Crime Prevention through Environmental Design, Transgender Policy 3211, Civility Policy 5275, Alternatives to Suspension, Community Truancy Boards, district-wide foundational norms, Safe Schools trainings and Tip line)
- District promotes professional development related to best practices around classroom management and positive school culture (Danielson Instructional Framework, WSRMP Risk Assessment Survey, MTSS and site-based PBIS, Restorative Justice, annually and longitudinally the district studies and reviews discipline data including analysis of excessive suspensions and disproportionality)
- District is implementing a Positive Behavior Committee to review current practices around discipline and make recommendations to the Board.
- Monthly principal support meetings are held to update, inform and advise in areas of discipline, school safety, culture, community demographics, and laws and policies.

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your School:

SMART GOAL: In addition to the above bullet points, would be:

- District leaders will have communicated the school's safety and culture plan to the school community.
- District ensures that school-level programs promote a positive, caring and supportive school climate that is respectful of all learners.
- Reduction of use of suspensions/ expulsions for each sub-group
- Use of multi-tiered levels of support in behavior management in every school

TASK 1:

Assigned to: C. Krause/B. Fox

Date of Completion: May 8, 2015

Update Student Services and School Safety on Edline including links to school websites.

UPDATE FOR 2015-16 SCHOOL YEAR: Frequency = Once a year. This update has occurred. We will continue to update school safety information on a yearly basis

TASK 2:

Assigned to: C. Krause/G. Denman/K. Ehman/CAOs

Date of Completion: Aug. 31, 2015

Provide Professional Development and Training regarding multi-tiered interventions (including alternatives to suspensions) with a focus on disproportionality. This training will occur in phases. Phase "1" will be completed by Summer of 2015.

UPDATE FOR 2015-16 SCHOOL YEAR: Please refer to uploaded documents for agendas and PowerPoints related to professional development and training. These trainings continue this current school year through Student Services meetings.

TASK 3: Assigned to: C. Krause/G. Denman/ K. Ehman/CAOs Date of Completion: Dec. 30, 2016
Phase II will be to continue to provide ongoing professional development and training to building administrators with a focus on disproportionality-specifically focusing on building level data trends in discipline and how this data lends itself to the development of multi-tiered interventions. This will be achieved through district level student services meetings, building level collaboration and data sharing, and a district level alternatives to suspension committee.
UPDATE FOR 2015-16 SCHOOL YEAR: Added Task

PRINCIPLE 7: PARENT AND FAMILY COMMUNICATION

INDICATOR | P7-A: The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.

CURRENT STATUS DESCRIPTION: The District has a board policy that addresses family involvement and has an active volunteer program with a district coordinator. Each school in the district has a new interactive website with relevant information for families.

In the fall of 2012 and 2013 family notification went home from both emerging schools. A welcoming family room was developed at Firgrove to facilitate community outreach. Firgrove staff also went on-site to Hidden Glen, a large housing development, to offer evening classes for students and parents. Spinning Elementary hosted a family night for parents that provided math and reading strategies. Communication to the board has occurred regarding the emerging schools. ELL district meetings and PAC meetings for Native American families have included the emerging schools.

UPDATE FOR 2015-16 SCHOOL YEAR: This year we have only one building identified as a Focus school. Letters have been sent to families informing them of Karshner's AYP status. Additionally, we have other Title I schools in our district identified in Steps of Improvement; Waller Road, Sunrise, Firgrove, and Hunt. All of these schools have sent letters to their families informing them of their AYP status and whether students are eligible for Choice or Supplemental Educational Services dependent upon their Step of Improvement. Through the Annual Performance Report and our Peach Jar Web Communication tool, all families have been informed that the District is in Step 2 of Improvement. Paper copies are available in all schools as well as posted on the District Website.

No Development or Implementation Limited Development or Implementation Full Implementation

Describe how it will look when this objective is being fully met in your School:

SMART GOAL: Under the resources tab on both schools' websites, provide resources, samples, materials, and videos for specific strategies for helping children at home with math and reading. We will set up a system to count numbers of hits on the website and feedback from families will be gathered to measure the success of this goal. This is attainable because of the new Edline website which allows us to create this resource. This goal is relevant because parents may not be able to get to school for meetings, but this way they can access information to help their child any time. We will achieve this goal by April 2015.

TASK 1: Assigned to: John Parker Date of Completion: Jan. 30, 2016
Work to develop the structure for a system of resources for families in grades K-6.
UPDATE FOR 2015-16 SCHOOL YEAR: New Kiosk systems will allow interested families/parents to enroll/register for Puyallup schools online as well as access other important resources available directly through their school's front office. Presently, there is additional software which the district must purchase to allow the option for online registration, and we have formed a project management team to explore timelines for implementation.

TASK 2: Assigned to: Directors of Instructional Leadership/B. Lowney Date of Completion: May 1, 2016
The Directors will create a list of resources and strategies that are applicable for all levels of learners. These will be available in both Spanish and English and uploaded into the system created in Task 1.
UPDATE FOR 2015-16 SCHOOL YEAR: The Edline Tool is being refined to meet this need. The Directors are working with the principals in schools to determine the resources needed for these resources. They are also working with schools to develop relevant resources on Facebook, Twitter, and other electronic sites.

TASK 3: Assigned to: Dana Harris Date of Completion: May 31, 2016
Explore intervention service model design to support underserved populations (i.e. Native American, ELL).
UPDATE FOR 2015-16 SCHOOL YEAR: Work continues in exploring best practice and intervention models.

TASK 4: **Assigned to: John Parker** **Date of Completion: Jan. 30, 2016**
Explore adding a parent information center kiosk in every building to provide parent access to computers and district websites.
UPDATE FOR 2015-16 SCHOOL YEAR: The pilot Kiosk program began in the spring and implementation included six locations and five schools. The remaining schools will receive their Kiosk machine by June 2016. The kiosk program provides opportunities for online enrollment for parents as well as numerous online resources for parents using the Kiosk experience.

TASK 5: **Assigned to: Traci Frank** **Date of Completion: Sept 08, 2015**
Letters were sent out in August 2015 announcing AYP status and informing families of their eligibility for Public School Choice to schools not in improvement. Public School Choice was arranged for families at Sunrise, Firgrove, Waller Road, Hunt, and Karshner. Transportation was arranged for all families who expressed an interest in choosing a different school.
UPDATE FOR 2015-16 SCHOOL YEAR: This task was completed in time for students to attend their school of Choice by the 1st day of school, which was September 8, 2015.

TASK 6: **Assigned to: Arturo Gonzalez (School Principal)** **Date of Completion: Sept 30, 2015**
Families at Karshner Elementary receive notification of its Focus status in addition to its status of step one of improvement based on NCLB and Office of Student and School Success requirements.
UPDATE FOR 2015-16 SCHOOL YEAR: Frequency = Once a Year. Letters were sent in September 2015 to all families.

TASK 7: **Assigned to: B. Fox/T. Frank** **Date of Completion: Nov. 30, 2015**
The district has announced the NCLB Step 1 and OSSS Focus status of Karshner, the Step 2 status of Firgrove and of Waller Road, the Step 1 status of Sunrise, and the District's NCLB Step 2 status. This information has been provided on the district's website and in a newsletter mailed home to all families in addition to the letters sent to the individual schools in improvement.
UPDATE FOR 2015-16 SCHOOL YEAR: Frequency = Once a Year.

TASK 8: **Assigned to: Traci Frank** **Date of Completion: Dec. 8, 2015**
Letters informing families of eligibility and opportunities to meet vendors of Supplemental Educational Services have been provided for qualifying families at Firgrove and at Waller Road. Five Provider fairs have been held and Supplemental Educational Services have been provided for qualifying families at Firgrove and at Waller Road who have expressed an interest in these services.
UPDATE FOR 2015-16 SCHOOL YEAR: Services have been instituted for students. Vendor fairs have been provided for both Karshner and Firgrove and ongoing communication has been sent to families regarding their eligibility for SES services.

INDICATOR | P7-B: The LEA/School has engaged parents and community in the transformation process.

CURRENT STATUS DESCRIPTION: The District has supported many strategies to engage parents and the community in the transformation process. A few of these strategies include curriculum, parent and student involvement nights, Title I surveys, the Firgrove Family Room Transition Center, Outreach at the Hidden Glen Complex, Linkages with classes for Early Childhood Providers, Ready for Kindergarten classes, and an Education Specialist Committee and visiting other school districts to get an overview of early childhood resources. The District partners with Communities in Schools and local food banks to provide school supplies and other support to help students be successful in school.
UPDATE FOR 2015-16 SCHOOL YEAR: Parents are involved at all levels throughout the district and their input and support is sought in a variety of ways. WAKIDS assessment involves our early learners and their families through 3 days prior to the start of the school year in gathering information to help these students be successful in school. Parents and the community are involved in our Linkages Committee/Ready for "K"/Kindergarten Orientation Night that all focus on young learners and assisting with the education and support of our early learners.
Parents and the community have the opportunity to be involved in AVID Family Nights, Pierce College Information Night, and CTE Advisory, PAVE partnership for students with Disabilities, Title I Family Events, etc. and provide valuable feedback regarding these opportunities and needs which help shape our district programming.

No Development or Implementation **Limited Development or Implementation** Full Implementation

Describe how it will look when this objective is being fully met in your School:

SMART GOAL: The district will further engage the community in the emerging schools by providing parent training with modeling of effective practice. This will be provided in collaboration with the building principals in reading, math, and social-emotional development. We will measure this through sign-ins to count the number of participants and by monitoring the progress of the students whose parents attend. The district currently sponsors similar workshops for Pre-K parents. We will expand this effort to K-6 at our emerging schools. This is relevant because it will engage parents in the learning improvement process. We will accomplish this by June 2015.

UPDATE FOR 2015-16 SCHOOL YEAR: Karshner has a robust system for engaging parents in the school transformation process. This involves parent Title I parent involvement and AVID nights where families learn strategies they can use at home with their children. Karshner's website can benefit from additional resources for parents. We are working on improving our outreach to engage Spanish speaking parents more effectively. While Karshner currently offers parent activities in Spanish, we have not consistently offered Kindergarten Information nights for parents, nor have we offered READY for Kindergarten classes in Spanish for parents of children who will enter kindergarten. Offering these classes will help to involve even more parents in the transformation and school improvement process. This is on-going annually.

TASK 1:

Assigned to: Traci Frank/Vince Pecchia

Date of Completion: Jan. 31, 2017

Explore costs and sources of funds to develop workshops. Some questions that will be addressed are: Can food be provided? Can staff be paid? How can we provide materials for parents to take home? How will we provide childcare?

TASK 2:

Assigned to: Chief Academic Officers

Date of Completion: Feb. 28, 2014

Chief Academic Officers will contact principals of schools in steps of improvement to form a site team to help develop a comprehensive set of workshops for grades K-1 and 2-6.

TASK 3:

Assigned to: Liz Knox/Vince Pecchia/Dana Harris

Date of Completion: June 30, 2015

Chief Academic Officer, Vince Pecchia, and Title 1/LAP Director, Traci Frank, will assist Dana Harris in the design of three instructional classes for parents at Firgrove, Karshner and Spinning. The first workshop will focus on reading, the second on math and third on social-emotional skills. These workshops will occur in the fall, winter and spring of 2015-16.

UPDATE FOR 2015-16 SCHOOL YEAR: Teams met at each of the schools and designed classes for parents. These classes include AVID strategies and specific learning activities for parents and children to do together at home.

TASK 4:

Assigned to: Traci Frank/Vince Pecchia

Date of Completion: June 15, 2015

Karshner Elementary already has a system of classes for parents. These classes are well-attended. In collaboration with District Staff, Karshner will explore adding informative connections online for parents and community members.

UPDATE FOR 2015-16 SCHOOL YEAR: Karshner has decided to add links and information in Spanish and English via Facebook, Twitter, and Instagram in an effort to provide timely and relevant outreach to families. Examples include reminders of access to IXL math practice in the library during school vacations, invitations to post experiences related to school online, and information about the importance of setting goals. While this effort is now 'completed' in that the pages are operational, these resources will be updated on a frequent basis.

TASK 5:

Assigned to: Dana Harris/Traci Frank/Vince Pecchia

Date of Completion: May 31, 2016

We will offer a Spanish Language Kindergarten parent information night and will expand our READY for Kindergarten classes to include two Spanish Language series. The success of these activities will be determined by results on parent surveys and by attendance numbers.

UPDATE FOR 2015-16 SCHOOL YEAR: We are on target for meeting this goal. Systems are in place that support our continued efforts of providing resources for our Spanish speaking families. We will be offering a series of kindergarten registration information meetings in the spring of which one is specifically offered in Spanish for our Spanish speaking families. It will be offered on February 18, 2016. Karshner has decided to add links and information in Spanish and English via Facebook, Twitter, and Instagram in an effort to provide timely notification