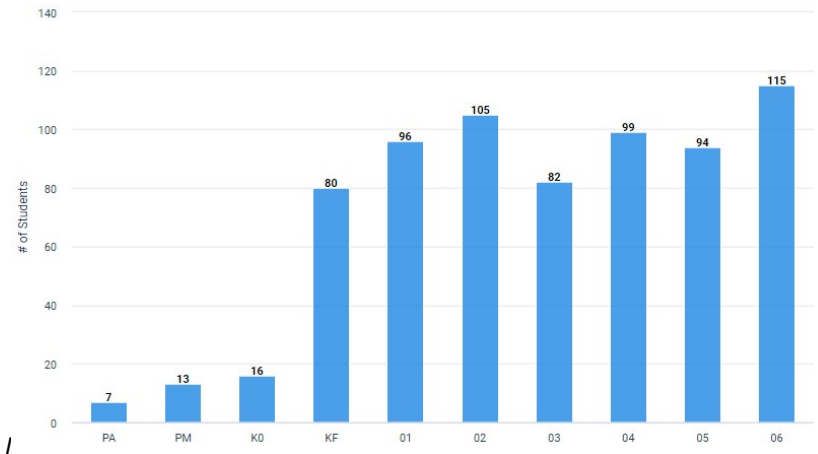
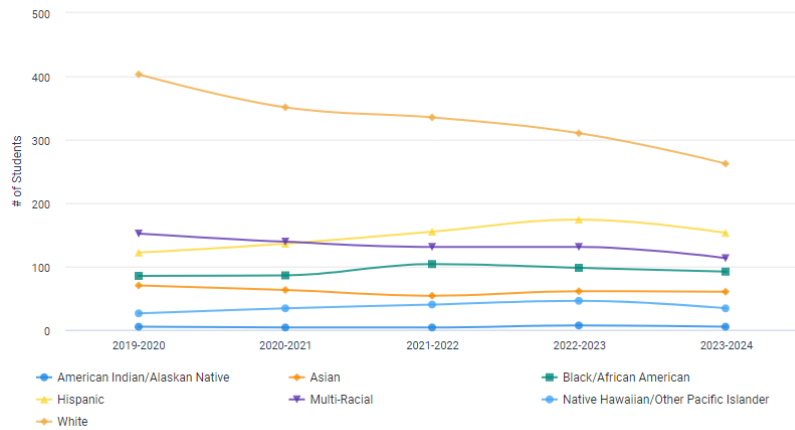




## Puyallup School District Carson Elementary School Improvement Plan 2023-2024

**Puyallup Mission & Vision:** To prepare and empower every student to reach their full potential and to thrive in school, society, work, and life. The Puyallup School District values academic excellence and ensures every student learns in safe and supportive environments in order to develop as critical thinkers ready to take on the world.

### Section 1: DISTRICT/SCHOOL DATA



Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Targeted 1-2

Board Approval Date:

## **Section 2: CULTURE OF EQUITY DESCRIPTION/STATEMENT**

We are dedicated to fostering an inclusive community with a commitment to belonging and equity for all. We strive to cultivate an environment in which stakeholders feel valued, respected, and heard.

## **Section 3: VISION & MISSION STATEMENT**

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

## **Section 4: FAMILY ENGAGEMENT/PARTNERSHIPS**

*List all the current practices at your building.*

1. Shared Planning and Decision Making: MTSS Team, PBIS Team, RTI Team, Diversity Team, Grade Level PLCs, Paraeducator PLC, PTA, Weekly Office Team meetings, SEA.
2. Communication Strategies: Consistent use of Parent Square, Weekly School Message, Weekly Classroom Message, Weekly PTA message, morning announcements, Carson Facebook Page, Carson Website.
3. Strengthening Relationships: SEA, Morning Meetings school wide.
4. Supporting Learning at Home: Dreambox, Amplify, Accelerated Reader, Take Home activities from CKLA, Amplify, Bridges.
5. Collaborating with Community Partners: Communities in Schools, Amerigroup.

*What areas have you identified as areas of improvements and where do you hope to strengthen and build further family and community engagement and partnership(s)?*

- We hope to create more opportunities for families to come into the building during the school day to see the work and celebrate all the learning that is happening.
- Title 1 will continue to plan more family events for this year to help support at home learning. In collaboration with PTA, Title 1 is planning a family game night, to include math and literacy activities.
- Title 1/LAP has initiated two-way communication utilizing a new Family Connection Questionnaire this year. Learning the families' perceptions about students' strengths and preferences has been useful, and families' responses regarding their culture and traditions has helped us understand more about the families we serve.
- Title 1/LAP will continue to send home STAR reports on a regular basis. Families would like more educational computer activities for children to do at home. We will work to provide more communication about these activities and how to access

them. Families would like more practice work sent home. We will find creative and practical ways to provide practice work for students.

### Section 5: TEAMS

**Assurance:** This plan has been developed with the involvement of the school community to be served, and the individuals who carry it out, including teachers, administrators, other staff, and parents.

**Building Leadership Team** – *A Building, or School Leadership Team primarily coordinates implementation of Tier 1 systems.*

*Names:*

Abigail Chandler, Principal  
Mary-Elizabeth Gendreau, Assistant Principal  
Catie Bartley, Dean of Students  
Renate Trial, Title 1  
Kristin Holland, LAP/MTSS Coordinator  
Autumn Mccartan, Counselor  
Stephanie Magnusson, Specialist  
Anthony Mason, Teacher  
Chad Gideon, Teacher  
Carson Mayes, Teacher  
Shelbey Scaccianoce, Teacher  
Jessyca Kipp, Teacher  
Jennifer Choi, Teacher  
Katie Hall, Teacher

*Signatures: 10/10/23, 11/14/23*

**Multi-Disciplinary Team** – *This team is focused on addressing the needs of students requiring more than Tier 1 to be successful - primarily focusing on the effectiveness of the supports and systems in place to support these students. They are also responsible for establishing, monitoring, and adapting the systems for Tiers 2 and 3. Students do not need a designation (label) to be supported by this team.*

*Names:*

*Signatures:10/10/23, 11/14/23*

**SRC:** Cathi Gouveia, School Psychologist

Abigail Chandler, Principal

Bobbi Jones, Ed Specialists

Dani Hylton, PK Teacher

Rachel Houtteman, SLP

Alex Lyyski, Social Worker

Kelly Carrick, Director SPED

Rebekah Lee, OT

Courtney Arapis, PT

**CAT:** Catie Bartley, Dean of Students

Mary-Elizabeth Gendreau, Assistant Principal

Ashlee Harvey, SPED Paraeducator

Lou Yeager, Resource

Mandy Crosby, LAP/Title Paraeducator

Rebekah Qualls, Social Worker

Kat Miller, Resource

Autumn Mccartan, Counselor

Dani Hylton, PK Teacher

**Grade Level Team** - This team serves two important purposes; increasing consistency across classrooms and facilitating collaboration in instructional problem solving both for academics and behavior.

*Names:*

*Signatures:11/14/23*

Early Childhood

Kindergarten

1<sup>st</sup> grade

2<sup>nd</sup> grade

3<sup>rd</sup> grade

4<sup>th</sup> grade

5<sup>th</sup> grade

6<sup>th</sup> grade

Specialists

Special Education

Support Services

**Parent and Community Partners** - List your parent/community partners. You can also include student advisory information.

*Names:*

*Signatures: 11/15/23, 11/30/23*

**PTA:** Christie MacDonald

Carrissa Poyfair

Erin Snyder

Christina McDowell

**SEA Members:**

Miracle Pounds

Idara Sesay

Ellie Vilk

Adele Deiter

Rigoberto Alanis

Genesis Brooks

Britain Stone

Andrei Guaren

Lauren Mutibura

Adam Bae

London Abuachi

Eriana Dixon

Chrisloren Maglaya

Juan Espinoza

Victoria Nino

Kailea Whitner

## Priority Areas



Through the completion of a robust needs assessment and with the mission, vision, and theory of action as a foundational guide, five priority areas have been identified as areas of focus for the Puyallup School District over the next five years. By clearly identifying these five areas of focus, the district will be able to pursue an intentional and targeted approach to meeting the district's needs and allocating resources to meet those needs.

- 1 **Academic Achievement**
- 2 **Family and Community Engagement**
- 3 **Social-Emotional Supports**
- 4 **Staff Development, Culture, and Satisfaction**
- 5 **Facilities, Safety, and Security**

*If district leadership distributes resources in alignment with strong district priorities and values, including:*

- *Allocating resources according to criteria based on school needs, size, and goals;*
- *Providing support and accountability from the district office;*
- *Giving school leaders clear expectations to decide how resources are used within the building for school culture, safety, and strong instructional practices.*

*Then school communities will make positive, sound, and strategic decisions based on school needs, and academic and social-emotional outcomes for students will improve.*

## Section 6: PLAN/NEEDS ASSESSMENT

*What are the most meaningful data used in your needs assessment?*

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)
- Credit Attainment
- Student Mobility Data
- Discipline Referrals
- Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)
- Healthy Youth Survey
- School Climate data

- Panorama Survey
- Perceptual Data: (Local/Organization): Click or tap here to enter text.
- English Language Proficiency Data (i.e. ELPA)
- Title III Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Stakeholder Engagement (e.g. focus groups with families)
- Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Extra-curricular activities participation
- Fiscal and Financial Data
- (Other)
- (Other)

*The purpose of this section is to synthesize the analysis and learning that the building has gleaned from studying the data and other pertinent inquiry information. This section serves as a summary to assist the building in identifying strategies, best practices, and goals embedding HLP, GLAD, SEL, PBIS, MTSS, Parent Family Engagement, Student Advisory and other activities that constitute the school improvement plan that builds upon the strengths to achieve the goals.*

## **Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework, SBA) and locally determined indicators (e.g. Star Reading and Math) of learning and teaching success? \*Reflect on year-to-year growth and summaries from last year's SIP.

Approximately half of our students are currently falling below the expected standards, as highlighted by various educators in our team. 5<sup>th</sup> grade noted that despite proficiency in district-curriculum-based unit tests, students are struggling to perform at grade level in state and local tests, even with additional support and preparation. 2<sup>nd</sup> grade expressed concern about the lack of students meeting benchmarks across assessments, emphasizing the disconnect between current and previous benchmarks and questioning the relevance of the STAR tests, attributing student anxiety to testing on unfamiliar material.

4<sup>th</sup> grade drew attention to the stark contrast between the progress of Special Education (SPED) students and English Language Learners (MLL) students, raising questions about the significant differences in benchmarks at the state, school, and district levels. Specialists underscored the widespread needs in K-6 math and reading, highlighting conflicting data from various sources, including curriculum, STAR tests, and the SBA.

1<sup>st</sup> grade presented mClass Composite data, revealing that 40% of students are at or above benchmark, 21% below benchmark, and 39% well below benchmark. However, data indicated a positive trend in decoding skills, with 61% of students performing at or above benchmark, an improvement from the previous year. Kindergarten pointed out deficiencies in phonemic and phonological awareness skills, with a specific emphasis on letter sounds.

6<sup>th</sup> grade added a nuanced perspective, suggesting that STAR test alignment with district standards improves data, but advocates for aligning with state standards for a more comprehensive evaluation of student success. This synthesis encapsulates the multifaceted challenges and observations regarding student performance and assessment metrics within our educational context.

2. What may be contributing factors in areas of strengths and challenges?

The collective feedback from various educators sheds light on several key issues and strengths within our educational framework at Carson.

5<sup>th</sup> grade highlighted a deficiency in the writing curriculum, noting that the Bridges curriculum lacks preparation for state and local tests, requiring additional teacher intervention to address the broader testing strategies not covered.

2<sup>nd</sup> grade identified a multitude of challenges, including limited parent involvement, difficulties in behavior regulation, socioeconomic factors, conflicting information on expectations, and overwhelming demands on teaching staff, with insufficient consideration for behavior management in pacing.

4<sup>th</sup> grade pointed out shortcomings in the reading curriculum's support for lower-performing students and issues with scheduling and timing. However, there's an acknowledgment of improved readiness for basic computation in math at the 4th-grade level, indicated progress in understanding routines and strategies.

Specialists presented a mixed picture, with challenges such as attendance issues, unfilled para support positions, and communication gaps with specialists. On the positive side, there's praise for free meals, strong PTA support, small classes in K-3, and collaborative efforts among staff.

1<sup>st</sup> grade highlighted challenges related to Multilingual Learner (MLL) students and insufficient parental support. On the positive side, there's an emphasis on fostering a growth mindset, as evidenced by the presence of related posters.

Kindergarten drew attention to the lack of pre-Kindergarten education, limited exposure to reading, increased screen time, and a focus on letter names in preschool-aged children.

6<sup>th</sup> grade shared the complexities of standards misalignment between state and essential standards, emphasizing the need for a curriculum that supports all students. He also notes challenges in vertical alignment with 7th-grade standards and suggests better integration across grade levels.

In summary, the synthesis reflected a comprehensive view of the educational landscape, encompassing curriculum shortcomings, challenges in various domains, and noteworthy strengths that contribute to a nuanced understanding of our current educational context.



3. What supports are available for all students in behavior, social-emotional, and academics?

The synthesized information provides a comprehensive overview of the various support structures and initiatives in place within our educational setting:

1. **RTI and Title Support:**

Response to Intervention (RTI), LAP (Learning Assistance Program), Title, and Social-Emotional Learning (SEL) initiatives, indicating a multifaceted approach to addressing student needs.

2. **Classroom-Specific Strategies:**

Classroom economy, SEL groups, Math and ELA RTI groups, resource support, LAP/Title programs, morning meetings, and parent-led reading groups, indicating a tailored approach to diverse student requirements.

3. **Counselor Led Small Groups**

4. **School-Wide Initiatives:**

- Common language through Positive Behavior Interventions and Supports (PBIS), Title I building status, and daily morning meetings for all classrooms, fostering a cohesive and unified approach across the entire school, Sensory Paths, Integrations of SEL, Calm-down corners, LAP, SEA, Positive Paws

5. **Internal Support Networks:**

- PLC support, involving paraprofessionals
- Multilingual Learner (MLL) staff working closely with classroom teacher
- Administrators in providing a collaborative network to assist students.

6. **Comprehensive Curriculum**

- Explicit instruction of core curricula (Bridges, CKLA), SEL curriculum, Science and Social Studies.

## **Educators**

1. Describe the degree to which the school's vision and the equity statement are reflected in the actual building culture and day to day activities?

Our staff feels that we good job of meeting the equity statement goal in this building, our staff does the best we can at having collective efficacy to work towards these goals, but there are a lot of roadblocks to meeting these goals. We strive to have all stakeholders feel a sense of belonging daily. If we fall short on this, we work to make it right. We want all to feel valued, respected, and heard. For our vision statement, we struggle and challenge on the daily to have students reach proficiency.

2. What is your staff demographics (average years of experience, endorsements, etc.)?  
49 Classroom teachers  
8.9 years average years of experience in the classroom, 17 teachers have less than 5 years of teaching experience.  
95.9% Full Certificate, 32.7% Limited Certificate, 8.2% National Board Certificate  
40.8% hold master's degree
3. What professional learning and support/staff wellness have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports?  
"The success of an intervention depends on the interior condition of the intervenor." -Bill O'Brien

Neural Education and Advanced Neural Education, Site specific Neural Education focused on de-escalation and the Post-Covid brain, FCS Requirements (Paraeducators), staff participates in monthly Principal Directed PD, Certificated staff participates in 15 hours of professional development each year (self-directed).

### **Multi-Tiered Systems of Support**

1. Consider the degree to which the school's MTSS is grounded in meeting the behavioral, social-emotional and academic needs of students: What are the multi-tiered systems of support that are in place?  
Core curriculum (Bridges, CKLA), SEL (Character Strong, Second Step), Neural Ed Training for teachers, counselor lessons, PBIS, buddy classes, RTI, progress monitoring, check in/out, calm down corners, behavior plans, IEPs, community & family involvement and support, CAT team, SRC team. MTSS is a decision-making team focused on leadership. Other teams such as RTI, PBIS, SRC, CAT are more student focused.
2. What are the areas of strengths and improvements of your MTSS?  
  
Strengths: Data driven, meets consistently, support needs of staff and students, works on solutions, communication, goal setting.  
  
Improvements: Common curriculum for interventions, stretching to do new things, rethinking time.

## Section 7: PLAN

### IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE GOALS & STRATEGIES

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

\* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#)

Goal/Priority #1 (Select one from AWSP Leadership Framework)

Criterion #3: Planning with Data

Which initiative/priority area is this goal connected to?

According to our 2022 SBA data and the Washington School Improvement Framework (WSIF), our SPED and MLL students are not making adequate progress in reading and math. 73.4% of SPED students have regular attendance, 76.9% of MLL students have regular attendance.

According to OSPI, during the 2021-22 school year, 63% of students attended school regularly. This was a significant drop from the previous school years.

Goal/Priority #2 (Select one from AWSP Leadership Framework)

Criterion #5: Improving Instruction

Which initiative/priority area is this goal connected to?

Fall RTI Goals:

Kindergarten:

If we teach Counting to 30 by ones for 12 weeks, it will impact K.CC.A.1

## Section 7: PLAN

Count to 100 by ones and by tens. which will result in 80% of students meeting benchmark.

1<sup>st</sup> Grade:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes) by orally producing single-syllable words by blending sounds; isolating and pronouncing initial, medial vowel, and final sounds; and segment spoken syllable words into phonemes. (CCSS RF.1.2)

2<sup>nd</sup> Grade:

If we teach oral reading fluency for 6 weeks, it will impact reading with sufficient accuracy and fluency to support comprehension (RD2.4) which will result in 80% of students meeting benchmark.

3<sup>rd</sup> Grade:

If we teach multiply within 100 for 4 weeks, it will impact 3.OA.7 Fluently Multiply and Divide within 100 which will result in 80% of students meeting benchmark.

4<sup>th</sup> Grade:

If we teach multiplication for 4 weeks, it will impact 4.NBT.B.5, multiply a whole number up to four digits by a one digit whole number, and multiple two two-digit numbers, using strategies based on place value and properties of operations, which will result in 80% of the students meeting benchmark.

5<sup>th</sup> grade:

If we teach adding and subtracting unlike fractions for 6 weeks, it will impact 5.NF.A.1: Add and subtract with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like dominators which will result in 80% of students meeting benchmark.

6<sup>th</sup> grade:

<b>Section 7: PLAN</b>	
	<p><a href="#">CCSS.ELA-LITERACY.L.6.1</a>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.2</a>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Goal/Priority #3 (Select one from AWSP Leadership Framework)</p> <p>Criterion #8: Closing the Achievement Gap</p>	<p>Which initiative/priority area is this goal connected to?</p> <p>According to our 2022 SBA data and the Washington School Improvement Framework (WSIF), our SPED and MLL students are not making adequate progress in reading and math. 73.4% of SPED students have regular attendance, 76.9% of MLL students have regular attendance.</p> <p>According to OSPI, during the 2021-22 school year, 63% of students attended school regularly. This was a significant drop from the previous school years.</p> <p>Additional data in progress</p>

<b>Section 8: DO</b>			
<b>Activities to Support Goals (Required to list: Title I, LAP, MLL/Title III if provided)</b> <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<b>Success Measures</b> <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<b>Plans for Implementation/Accountability</b> <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<b>Professional Development to Support Goals</b> <i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
A1) Goal 1, 2, and 3 Teachers will use district provided curriculum with fidelity, following provided pacing guides.	Classroom Based Assessments, Common Assessments	Teachers	Curriculum
A2) Goal 1, 2, 3, Teachers will progress monitor students in Fall, Winter, and Spring.	STAR data, Mclass	Teachers, Interventionalist	Testing materials
A3) Goal 3 Continue implementation of the Student Equity Advisors to remove barriers and increase inclusion for all students.	Panorama data, Staff created surveys	Students, Teachers, Admin	
A4) Goal 1, 3 Restructuring of building para support time, focus on RTI time for grade levels.	RTI data	Admin, paraeducators	
A5) Goal 1, 3 Daily monitoring of attendance and follow up when noticing trends/patterns.	Attendance reports	Classroom Staff, Counseling staff, Admin, Office Staff	Attendance communication on report cards Attendance information in family communications

<b>Section 8: DO</b>			
<p>Teachers/staff contact parents via email and phone of students not present or not participating; Discussion of barriers to attendance and referral to counselor/admin for support.</p> <p>Teachers collaborating with specialists, counselor, office staff, administrators, support staff to contact families and students.</p>			<p>Attendance emails to families-when reach chronic levels</p> <p>Invitation for meetings</p>
<p>A6) Goal 2 Admin will model and embed engagement strategies within all PD and staff meeting using technology as a tool, a Schoology folder and One Note will be created to share engagement resources and resources for collaboration, increase AVID trained staff members, PD on HLPs, discussion of HLPs during pre/post conference. Neural Education Training for all staff.</p>	<p>Evidence of HLPs in classroom observations</p>	<p>Admin</p> <p>Staff to model HLPs</p> <p>Staff to model Neural Education strategies</p>	<p>HLP resources in One Note</p> <p>HLP resources communicated to staff in weekly Coyote Chat</p>
<p>A7) Goal</p>			

<b>8a. BUDGET PLANNING</b>		
<b>Funded Expenditure</b> (List any activity that will require funding outside of your building budget. If it helps, you can also list your plan for building budget)	<b>Funding Source</b>	<b>Funding Amount</b>
A1)		
A2)		
A3)		



**Section 9: REVISIT YOUR GOALS**

*Provide an evidence-based status update on how your activities are going. What is working and what needs adjustments?*

January/February

April/May

## Section 10: End-of-Year School Improvement Plan Review

<b>Goal #1:</b>		
<b>Activities:</b> List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	<b>Measures:</b> Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	<b>Results/Progress:</b> Please describe your results and progress so far.
<b>Goal #2:</b>		
<b>Activities:</b> List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	<b>Measures:</b> Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	<b>Results/Progress:</b> Please describe your results and progress so far.
<b>Goal #3:</b>		
<b>Activities:</b> List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	<b>Measures:</b> Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	<b>Results/Progress:</b> Please describe your results and progress so far.

## **Section 10: End-of-Year School Improvement Plan Review**

*Please assess strengths and challenges implementing activities for SY 2023-2024 as described in Section 10a above and identify potential adjustments and modifications along with additional sources of data for SY 2024-2025.*

1. Strategies of best practice used
2. Potential implementation for student success in the future
3. What successes were seen
4. What were the barriers to parent and family engagement
5. How do you plan to address those needs

## Section 10: End-of-Year School Improvement Plan Review

6. What strategies will be used to support successful school and family interactions moving forward
  
7. What are the probable changes to SIP based on the evaluation
  
8. Add your student/staff/family success stories here