

School Improvement Plan  
Puyallup School District  
2017-2018

**SCHOOL INFORMATION**

School Name: Meeker Elementary  
Principal: Pat McGregor  
Address: 409 5<sup>th</sup> Street SW  
District: Puyallup  
County: Pierce

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

<u>Pat McGregor (Principal)</u>	<u>Sue Field (K)</u>
<u>Carre Potis (6<sup>th</sup>)</u>	<u>Michelle McCoy (1<sup>st</sup>)</u>
<u>David Couch (4<sup>th</sup>)</u>	<u>Sheila Whittingslow (SPED)</u>
<u>Malia Rasmussen (2<sup>nd</sup>)</u>	<u>Cindy Jones (LAP)</u>
<u>Jennifer Beck (QUEST)</u>	
<u>X</u>	<u>X</u>

**Principal - Pat McGregor**

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

**SCHOOL MISSION:**

Meeker Elementary believes that each student can achieve at high levels, both academically and civically through planned and systematic opportunities that focus on growth in a warm and welcoming environment.

**SCHOOL VISION:**

To create a system to achieve academic growth and high levels of learning for each student. To create citizens that can contribute to their community in positive ways.

**Each teacher, principal, and school in the Puyallup School District will:**

- ✓ set measurable annual goals aligned to district and state outcomes,
- ✓ base goals on benchmark indicators and data around three goal areas (see below),
- ✓ define improvement activities and implementation plans that support achievement of the goals, and
- ✓ report on the results of this improvement process

**Goal 1: Equity and Social Justice**

We will focus on equity and social justice at Meeker Elementary School in order to promote collective responsibility, build a positive learning culture, and close the achievement gap.

<p><b><u>Action Steps</u></b></p> <p><i>What action steps do we think will generate improvement?</i></p>	<p><b><u>Evidence</u></b></p> <p><i>What evidence will we use to measure progress?</i></p>	<p><b><u>Resources/Timeline</u></b></p> <p><i>What are the best resources?</i> <i>What is an appropriate timeline for the action steps?</i></p>	<p><b><u>Individual Commitments</u></b></p> <p><i>Who will be involved?</i> <i>What will they do?</i> <i>(Name/Role/Action)</i></p>
<p>Meeker will focus on stereotypes and bias through staff activities to better understand how those affect instruction and our approach to discipline.</p>	<p>✓ Devoting time at each meeting and training to the awareness of stereotypes</p>	<p>✓ September -June</p>	<p>✓ BLT, Diversity Coordinator, Principal</p>
<p>We will identify ELL families in order to best develop services to increase parent engagement in school.</p>	<p>✓ Parent Involvement</p>	<p>✓ Denette Neville</p>	<p>✓ Office staff ✓ Principal</p>
<p>We will create awareness of Equity/Social Justice mission statement.</p>	<p>✓ PD Opportunities</p>		<p>✓ BLT, Diversity Coordinator, Principal</p>
<p>We will implement district framework for cultural competency at Meeker to create awareness and</p>	<p>✓ PD Opportunities</p>		
<p>PBIS Action Step</p>			

**REQUIRED GOAL:**

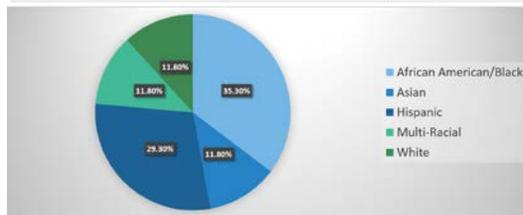
Discipline Goal:

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

- Decrease the amount of class time removal by focusing on Restorative Practices, not exclusively punitive practices. To achieve this goal, Meeker staff will:
- *Use Community Circles daily to address classroom issues*
- *Have two Buddy Rooms – one at grade level, one not at grade level*
- *Receive Zones of Regulation training from Meeker PBIS coordinator*

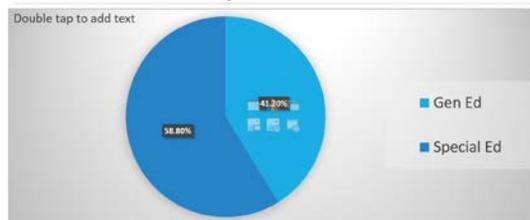
Data in 2016/2017 showed Meeker had 17 suspensions. Out of those 17 suspensions, 88% were students of color.

Short Term Suspensions by Race



Out of all suspensions, 58% were from special education.

Short Term Suspensions



Based on this data,

**Goal 2: College and Career Readiness**

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

<p><b><u>Action Steps</u></b></p> <p><i>What action steps do we think will generate improvement?</i></p>	<p><b><u>Evidence</u></b></p> <p><i>What evidence will we use to measure progress?</i></p>	<p><b><u>Resources/Timeline</u></b></p> <p><i>What are the best resources?</i></p> <p><i>What is an appropriate timeline for the action steps?</i></p>	<p><b><u>Individual Commitments</u></b></p> <p><i>Who will be involved?</i></p> <p><i>What will they do?</i></p> <p><i>(Name/Role/Action)</i></p>
<p>Meeker will create a culture of “Going to College” through use of college materials and integration into school activities.</p>	<ul style="list-style-type: none"> <li>✓ Walkthroughs</li> <li>✓ PLC Meeting</li> <li>✓ Student Work</li> <li>✓ Pictures</li> <li>✓ Video</li> <li>✓ Displays</li> <li>✓ Teacher and Principal Communications</li> </ul>		
<p>Meeker will implement an organizational system in grades 3-6. That teach students vital skills in preparation for post-secondary opportunities.</p>	<ul style="list-style-type: none"> <li>✓ AVID Binders in grades 4<sup>th</sup>-6<sup>th</sup> grade</li> <li>✓ Develop organizational systems in grades K-3 in order to support AVID goals in intermediate.</li> <li>✓ Student Work</li> <li>✓ Pictures</li> <li>✓ Video</li> <li>✓ Teacher share-outs</li> </ul>	<ul style="list-style-type: none"> <li>✓ AVID Elementary Foundations</li> </ul>	<ul style="list-style-type: none"> <li>✓ AVID Site Team</li> <li>✓ PLCs</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Teacher and Principal Communication</li> </ul>		
Meeker will increase rigor through use of Costa's levels of thinking and creating awareness of framework for rigorous instruction.	<ul style="list-style-type: none"> <li>✓ Introduce levels of questioning at each grade level.</li> <li>✓ Student Work</li> <li>✓ Pictures</li> <li>✓ Video</li> <li>✓ Teacher shares -out opportunities</li> <li>✓ Teacher and Principal Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-going throughout year</li> <li>✓ PLC check in</li> <li>✓ Communication with staff regarding expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC collaboration</li> <li>✓ AVID Elementary Foundations</li> </ul>

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

We will implement cycles of teacher/principal/building goal setting and supporting RTI practices (both behavior and academic) at Meeker Elementary in order to increase student achievement.

<b><u>Action Steps</u></b>	<b><u>Evidence</u></b>	<b><u>Resources/Timeline</u></b>	<b><u>Individual Commitments</u></b>
What action steps do we think will generate improvement?	What evidence will we use to measure progress?	<ul style="list-style-type: none"> <li>✓ What are the best resources?</li> <li>✓ What is an appropriate timeline for the action steps?</li> </ul>	Who will be involved? What will they do? (Name/Role/Action)
Meeker will create multi-grade level PLCs to develop growth goals that address	<ul style="list-style-type: none"> <li>✓ Meeting Minutes</li> <li>✓ Observation of instruction</li> </ul>	6-8 week goals	

PLCs will create 6-8 week growth goals that are rigorous and align with essential learning			
Daily RTI will take place as part of tier 1 instruction and an outside block will be established for Tier II & III instruction	<ul style="list-style-type: none"> <li>✓ Observations</li> <li>✓ PD opportunities</li> </ul>	✓ Ongoing	
Encourage staff to choose focus goal that aligns with increased student achievement.	<ul style="list-style-type: none"> <li>✓ Evaluation (focused)</li> <li>✓ Discussions with staff</li> </ul>		
Implement 1 IAB RTI cycle in SBA testing grades.	<ul style="list-style-type: none"> <li>✓ Use of IAB cycle created by district</li> </ul>		
Implement Visual Thinking Strategies (VTS) in grade 4 and $\frac{3}{4}$ QUEST split.	<ul style="list-style-type: none"> <li>✓ Observations</li> <li>✓ Training Participation</li> <li>✓ In House PD</li> </ul>		

Required Goal:

- 3<sup>rd</sup> grade students at Meeker will increase SBA ELA scores, from 55.3% in 2016/2017 to 60% in 2017/2018

## Safety

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive regular training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

It is the goal of the district and each building to work in concert with the emergency responders and support agencies within our county.

COMMON EXPECTATIONS for ALL SCHOOLS include:

- ↪ A minimum of 10 emergency drills per school year, one per month September through June
  - ↪ Use of Rapid Responder mapping system
  - ↪ Ensure a secured campus- including locking of exterior doors and use of visitor check-in protocols
  - ↪ Collaborate with school resource officers, law enforcement and local fire officials
  - ↪ Use of the "Run, Hide, Fight" concept for lockdown situations
  - ↪ Intentional teaching and debriefing with staff and students before and after drills
  - ↪ Established potential student/parent reunification sites
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## Technology

Empowering Puyallup was created to increase engagement and achievement for all students. Giving every student access to current technology empowers them to reimagine their learning and their future. We provide teachers the tools they need to personalize instruction and prepare students for our technology-driven world. Data shows that our initial rollout of Schoology, O365, the 7th grade 1:1 computers has a very high adoption rate. We believe we are ready to accelerate the project to provide all our students and teachers the tools they deserve.