School Information

School Name:	Puyallup Digital Learning
Principal:	Adriana Julian
Address:	716 South Hill Park Drive, Suite B
District:	Puyallup School District
County:	Pierce County
City, State, ZIP:	Puyallup, WA, 98373

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

Tiffany Richardson – Social Studies teacher   Felita Poole – POA/POD Counselor

Julie Davison – Science teacher   Sarah Avila – POA Counselor

Julie Wilson – Instructional Facilitator   Angela Arteaga - Paraprofessional

Adriana Julian – PDL Director

Adriana Julian   Dr. Vince Pecchia
Principal   **Assistant Superintendent**

School Mission:

The Puyallup Open Door community works collaboratively and intentionally to build relationships with all students and to recognize the value of both their educational and personal experiences as we prepare them for the next chapter in their life.

The Puyallup Online Academy community, through digital learning and a relationship-driven approach, works to support students' educational goals while providing preparation for college, career, and life.

School Vision:

Puyallup Digital Learning students will be:
- Treated with dignity and respect
- Life-long learners who are responsible and productive citizens
- Confident, goal-driven and capable people
- Inclusive and accept differences in others
- Advocates for the social, physical and mental wellness of themselves and others
- Hopeful about the future

School Beliefs:

- ➢ All students deserve to feel worthy and capable.
- ➢ Student success is not solely measured in arbitrary standards.
- ➢ Students deserve to make big goals and big dreams.
- ➢ Students have different learning styles, and it is our job to meet those needs.
- ➢ Students learn best when they feel connected to their school and school staff.
- ➢ It is our job to provide academic support to students and staff to create an effective and engaging learning environment.
- ➢ It is our job to intentionally work to build and promote positive staff to student, staff to staff, and student to student relationships to help students achieve their goals.
- ➢ It is important that we give 100% effort in supporting students and staff to be an effective member of a team.
- ➢ When you learn students' individual interests, you build a stronger connection which can lead to increased learning opportunities.

Additional Goal: The PDL Leadership team will examine the school's Mission and Vision statements to ascertain whether they reflect the beliefs and values of the staff when it comes to addressing both academic and social and emotional needs of our student population and how we will work collaboratively to achieve our purpose.

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

- ✓ *set measurable annual goals aligned to district and state outcomes,*

- ✓ *base goals on benchmark indicators and data around three goal areas (see below),*

- ✓ *define improvement activities and implementation plans that support achievement of the goals, and*

- ✓ *report on the results of this improvement process*

Goal 1: Equity and Social Justice

What is the goal?

Staff will actively involve PDL students in meaningful culturally responsive teaching activities to influence the student's social and emotional well-being to have them feel more connected to the school.

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

BASELINE Measurement

As of November 23, 2019, we have two student clubs: Polynesian Cultural Dance Club, Table Top Gaming Club by February 2020 we would like to have a total of four clubs available for ALL students.

Action Steps	Evidence	Resources/Timeline	Individual Commitments
What action steps do we think will generate improvement?	*What evidence will we use to measure progress?*	*What are the best resources? What is an appropriate timeline for the action steps?*	*Who will be involved? What will they do? (Name/Role/Action)*
Initiate a student club survey: what we currently have and what you need	15% of student population of POA & POD.	Dec 9, 2019	Julie Wilson Felita Poole
Research stipends	Funding will be available for staff stipends	Dec 22, 2019	Adriana
Review student survey data for interest clubs	Data from research	Jan. 23, 2020	Social Justice Committee
Initiate faculty survey based on student responses to determine abilities to lead clubs	More clubs will be offered	Jan 30, 2020	Social Justice Committee

Goal 2: College and Career Readiness

What is the goal?

Staff will implement the district-approved, Career Interest and Learning Styles survey with all Jumpstart and Life Success students to support students' career and/or college targeted pathway as required by the state for graduation.

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

BASELINE Measurement:

POA has not been documenting the implementation of the career interest inventory as requested by the OSPI standards for the High School Beyond Plan.

Required Goal:

The School Improvement Team will improve college and career readiness for our POA and POD students from no previous documented exposure to the career interest inventory to 80% percent of students taking the inventory to identify each student's personal pathway February 2020.

Action Steps *What action steps do we think will generate improvement?*	*Evidence* *What evidence will we use to measure progress?*	*Resources/Timeline* *What are the best resources? What is an appropriate timeline for the action steps?*	*Individual Commitments* *Who will be involved? What will they do? (Name/Role/Action)*
During JumpStart and Life Success classes, students will complete interest and learning styles questionnaire.	Eighty percent of POA and POD students enrolled in JumpStart and Life Success course will have completed the questionnaire by February 2020.	Questionnaire to print shop. Implementation thru JumpStart and Life Success.	JumpStart and Life Success staff: will implement Career Interest and Learning Styles Inventory Counselors: will use when working with students during registration.

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

What is the goal?

Staff will reflect and implement actionable high-leverage instructional strategies to improve student engagement and academic success.

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

BASELINE Measurement:

Baseline: Kristen will create visual representation of data for online and hybrid courses targeted to CORE classes and student passing rate (Edgenuity actual grade versus hybrid IPRs).

REQUIRED GOAL: The School Improvement Team will increase student academic progress from _____ on November 2019 to _____ by May 202 as measured by IPRs and Actual Grades in Edgenuity.

REQUIRED GOAL: The staff at PDL will aim to increase student achievement through efficient instructional pacing of each course as well as improve student understanding of course expectations by improving the use of posted and referenced daily learning targets.

Action Steps *What action steps do we think will generate improvement?*	Evidence *What evidence will we use to measure progress?*	Resources/Timeline *What are the best resources? What is an appropriate timeline for the action steps?*	Individual Commitments *Who will be involved? What will they do? (Name/Role/Action)*
Daily Learning Target posted and referenced throughout the daily lesson	What/Why Square Exit Ticket	Posters or big post-its chart paper Create LT Posters at least a week ahead	All staff
Teacher/ Student calendar or timeline for instructional activities	Time-line or calendar of activities that may be used to record student progress for completion of each unit	Paper Calendar documents Time line documents	All staff
Use high-leverage teaching strategies to improve student engagement	Intentionally implement GLAD, AVID, Springboard, What/Why Square, etc.	Staff will continue to use, reflect, and revise instructional strategies in hybrid courses	All staff

School Improvement Plan Summary: 95% Participation Rate on State Assessments
Puyallup Online Academy

This template is a tool for schools to use during the Consolidated Program Review process to summarize their school improvement plan updates that address 1) the causes of the less than 95% participation rate for identified student groups and, 2) the actions the school will take to improve participation rate.

Why does my school need to complete this form?
The Elementary and Secondary Education Act (ESEA) amended as the Every Student Succeeds Act (ESSA) requires that every state shall "Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I)." (Sec 1111(c)(4)(E)).

Washington's approved ESSA Consolidated State Plan, states: *"If a school does not meet the 95 percent participation, this issue must be addressed in their school improvement plan. The plan must address **any population of students (the "ALL" and/or any subgroup) that are not meeting the 95 percent participation rate**. The plan must include goals and actions a district or school will take that will ensure that 95 percent of the students will participate. (page 48, Washington's ESSA Consolidated Plan)*

District Name:	*School Name:*	
In the boxes to the right, list all student groups that did not meet the 95% participation rate in ELA and/or Mathematics for the 2018–19 state assessments	*ELA* ➢ All Students ➢ Black/African American ➢ Hispanic-Latino ➢ Low Income ➢ Special Education ➢ Two or More Races ➢ White	*Math* ➢ All Students ➢ Black/African American ➢ Hispanic-Latino ➢ Low Income ➢ Special Education ➢ Two or More Races ➢ White
We identified the following factors/causes for low participation rates: ➢ Family refusal/opt out ➢ Student absenteeism ➢ The assessment is not needed for grade level advancement ➢ The assessment does not align with student's IEP goals ➢ Decision to complete another pathway to graduation option		
Our school will implement the following strategies to increase participation in the current year's assessments: ➢ Encourage students to participate in the assessment ➢ Share the importance and intent of the assessment with families at conferences and IEP meetings ➢ Track absent students so they take the assessment upon their return to school ➢ Implement the regular use of IABs to help students understand the format of the assessment and ease any anxiety ➢ Use results of IABS to guide instruction ➢ Share assessment information at open house nights and evening events ➢ Share importance of assessment participation with teachers ➢ Coordinate translators to be available when speaking to families about the assessment		
Our school improvement plan will be updated and board approved by	**Date:**	
*Optional – The **district** will support this school in the following ways:*		

School Improvement Plan Summary: 95% Participation Rate on State Assessments
Puyallup Open Doors

This template is a tool for schools to use during the Consolidated Program Review process to summarize their school improvement plan updates that address 1) the causes of the less than 95% participation rate for identified student groups and, 2) the actions the school will take to improve participation rate.

Why does my school need to complete this form?
The Elementary and Secondary Education Act (ESEA) amended as the [Every Student Succeeds Act](#) (ESSA) requires that every state shall "Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I)." (Sec 1111(c)(4)(E)).

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District Name:	*School Name:*	
In the boxes to the right, list all student groups that did not meet the 95% participation rate in ELA and/or Mathematics for the 2018–19 state assessments	*ELA* ➢ All students	*Math*
We identified the following factors/causes for low participation rates: ➢ Family refusal/opt out ➢ Student absenteeism ➢ The assessment is not needed for grade level advancement ➢ The assessment does not align with student's IEP goals ➢ Decision to complete another pathway to graduation option		
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Our school improvement plan will be updated and board approved by	**Date:**	
*Optional – The **district** will support this school in the following ways:*		

School Improvement Plan Summary: 95% Participation Rate on State Assessments
Puyallup Parent Partnership Program

This template is a tool for schools to use during the Consolidated Program Review process to summarize their school improvement plan updates that address 1) the causes of the less than 95% participation rate for identified student groups and, 2) the actions the school will take to improve participation rate.

Why does my school need to complete this form?
The Elementary and Secondary Education Act (ESEA) amended as the Every Student Succeeds Act (ESSA) requires that every state shall "Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I)." (Sec 1111(c)(4)(E)).

Washington's approved ESSA Consolidated State Plan, states: *"If a school does not meet the 95 percent participation, this issue must be addressed in their school improvement plan. The plan must address **any population of students (the "ALL" and/or any subgroup) that are not meeting the 95 percent participation rate**. The plan must include goals and actions a district or school will take that will ensure that 95 percent of the students will participate. (page 48, Washington's ESSA Consolidated Plan)*

District Name:	*School Name:*	
In the boxes to the right, list all student groups that did not meet the 95% participation rate in ELA and/or Mathematics for the 2018–19 state assessments	**ELA** ➢ All Students ➢ Black/African American ➢ Hispanic-Latino ➢ Low Income ➢ Special Education ➢ White	**Math** ➢ All Students ➢ Black/African American ➢ Hispanic-Latino ➢ Low Income ➢ Special Education ➢ White
We identified the following factors/causes for low participation rates: ➢ Family refusal/opt out ➢ Student absenteeism ➢ The assessment is not needed for grade level advancement ➢ The assessment does not align with student's IEP goals		
Our school will implement the following strategies to increase participation in the current year's assessments: ➢ Encourage students to participate in the assessment ➢ Share the importance and intent of the assessment with families at conferences and IEP meetings ➢ Track absent students so they take the assessment upon their return to school ➢ Implement the regular use of IABs and quick checks to help the student understand the format of the assessment and ease any anxiety ➢ Use results of IABS to guide instruction ➢ Share assessment information at open house nights and evening events ➢ Coordinate translators to be available when speaking to families about the assessment		
Our school improvement plan will be updated and board approved by	**Date:**	
*Optional – The **district** will support this school in the following ways:*		