Our Mission

Together we will establish a culture of high expectations and perseverance to ensure success for ALL students in partnership with families and the community

We begin each day with a morning meeting. The purpose is to start our days together as a team and set our students up for success from the start! As a member of the Jaguar team, each classroom chooses a college to represent them. At Spanaway our students are taught, “After high school comes college!” This simple phrase reminds them that they have the capabilities to go to college if they choose. It let's them know that the hard work and perseverance they put into each day will get them there.

We are a P.B.I.S School

At Spanaway, we believe in:

- Explicitly teaching, re-teaching, and reinforcing behaviors using common language
- Consistently acknowledging positive behaviors
- Building positive, respectful relationships between students, teachers, and families
- Knowing our students and proactively addressing possible triggers
- Providing our students with tools, support, and strategies to reach behavioral goals and build confidence in their abilities
- Using data to make decisions, establish goals, and celebrate successes
- Restorative practices

Expectations are explicitly taught and practiced throughout the school year both in the classroom and common areas. Students are recognized using Jaguar Paws by all staff. At morning meeting 2 students from each grade level are chosen to receive a prize from the principal's prize box. Students are also recognized for exhibiting qualities of successful learners: Motivated, Perseverant, Reflective, Collaborative, Active-Participant (Engaged), Attentive Listener and Inquisitive each month at our Jaguar Pride Assemblies. Students who receive these awards and who are Jaguar Paw winners have the opportunity to have pizza with the principal once a month. Classes who follow school wide expectations in the lunch room receive a class reward once their goal is reached.
Our Major Initiatives Defined

Strong Core Curriculum: ReadyGEN and Eureka Math are the curriculum used to teach the CCSS (Criterion 1, 2, 3, 5, 6)

Small Group Instruction: Teachers must have 30 minutes each day in small group instruction during the 90 minute CORE ELA block. This time is used to respond to student misconceptions during Core instruction based on formative assessments and observations. When students are not working with the teacher they are expected to engage in “Must Do’s” related to the lesson that day and “Can Do’s.” Throughout the school year professional development will be offered in the form of a book study to strengthen this area of instruction. (Criterion 3, 6)

Reteach and Enrich: Students are placed into groups according to areas of need based on Baseline Assessments, Core Phonics Survey’s, Classroom Formative Assessments etc.) Every 6 weeks data is reviewed and students are moved based on the data analysis. Students should be moving, if they are not, review of the intervention is needed to make sure the intervention meets the students’ needs. (Criterion 3, 4, 6, 8)

Student Success Team (SST): If a student is not responding to intervention either academically, behaviorally or both, teachers must refer them to the SST team for additional support. (Criterion 2, 3, 8)

Professional Learning Communities: PLCs meet every other week during common planning time, once a month on Wednesday Late Start days, every 6 weeks during Jaguar Workshop and throughout the year during extended school days as determined by the team. During this time teachers engage in the Cycle of Teaching and Learning focused on backward planning, lesson honing and data analysis. They record work on a shared GoogleDoc that is reviewed by admin for trends building wide. (Criterion 3, 4, 6, 8)

Partnering with our community: Our goal is to establish a PTA and bring community partners into our teams (ex. PBIS, Garden, Parents/Community) (Criterion 7)

RAZ Kids: During small group instruction “Can Do’s” as well as other reading outside of the school day, students are expected to read to focus on CCSS reading skills. Data is tracked for each student, class and grade level each month and are recognized at our Jaguar Pride Assemblies. (Criterion 1, 5, 6)

Jaguar Workshop: Every 6 weeks teachers will meet with their grade level teams to review their student growth goals to monitor level 1 and 2 students as well as students who are ELL or Sped for gaps that may exist. Data will be used to determine growth and if changes in intervention are needed. Students consistently level 1 and 2 will be referred to our SST team if they haven’t already to further determine deficits, narrow the focus of interventions and track data. (Criterion 3, 4, 6, 8)

Jaguar Committees: Each member of our staff is asked to be a member of a committee that works together to reach our goals. I want to foster shared-leadership within our school so every member of our school has a voice. Each committee has a leader that is a member of our leadership team who is responsible for facilitating meetings, taking notes and reporting back to the leadership team on progress. Our School Improvement Plan (SIP) goals are a focus of each committee. Together we can achieve so much more! (Criterion 8)

Digital Learning: Students in grades K-5 will be 1:1 with iPads! Students will be able to utilize this and other digital tools and resources to enhance their learning. While backward planning, teachers will determine where these resources will enhance instruction and engagement in the classroom. (Criterion 1, 4, 8)

Jaguar Reteach and Review: As part of P.B.I.S. students are provided opportunities as needed each Friday afternoon to be reminded and practice our school-wide expectations.