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## KALLES JUNIOR HIGH – 2017-2018

### GOAL 1: EQUITY AND SOCIAL JUSTICE

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#### GOAL 1 AREA: EQUITY AND SOCIAL JUSTICE

##### Goals:

1. *Implement school-wide “Anchors” program to better connect/support our most “at-risk” students.*
2. *Increase staff awareness and discussions around the topics of equity and social justice (on-going, with PSD support).*
3. *Look closely at discipline data. Act on any data that stands out (representation inequities, overall number of infractions, etc.)*

##### *Implementations:*

- Ongoing positive student-staff relationship building.
- Large offering of clubs and school activities.
- Meeting with Char Krause to better understand related discipline data.
- Working to increase student attendance at school activities, clubs, events, etc.
- Celebrate students through Learning Labs (grades & choices) via ABC Incentive days.
- Anchor Program implemented – train staff, use OneNote to track, create whole-group celebration/social events.
- Working to create evidence (grades, attendance, discipline, surveys, etc.) to show growth in this area.
- Plan to use Schoology to do surveys for students who are in the Anchor Program. Use Learning Lab time / Labs / Gervais’ class.
- Commitment to checking data every time we have an IPR for our most at-risk students (using C.A.R.E. Team as a source to pull all at-risk data together). Admin. sending out needed family letters after such meetings.
- Focus on Social Justice AVID curriculum (self quizzes).
- Focus on Social Justice during staff professional development times (first thing, every meeting).
- Use of our Student Panel at a recent training day.
- Continuous efforts and improvements in building relationships with, and understanding, each child (growing in Social Justice, ACES, Trauma, etc.).
- Looking at committing to special assemblies where we highlight our students’ cultural backgrounds and/or tie that idea into current assemblies? Could also use daily announcements for this purpose.
- Viewing of PSD two major ACES and Resilience videos the past two year.
- Community connections with Anthem, Happy Donuts, Milam Mazda, and Freedom Driving School to honor/celebrate students.
- Avid elective classes at all grade levels.
- Academic, Social, Emotional Counseling support.
- E. Wesley Merit Award related efforts.
- College Bound Scholarship related efforts.

**GOAL 2: COLLEGE AND CAREER READINESS**

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**GOAL 2 AREA: COLLEGE AND CAREER READINESS**

**Goals:**

1. **Increased Core Skills**
2. **Increased targeted lessons related to student options/plans beyond high-school**
3. **Service Projects** – “We endeavor to sustain a culture of college readiness that ensures students throughout the school participate in enrichment activities, internships, community service, or service learning to explore careers. We will do this through using the Learning Lab time that has not already been allocated to content-specific classes to ensure that 85% of students experience at least 4 hours of said enrichment activities in the 2017-18 school year. We will collect evidence through documentation in conjunction with our RTI plan.” – AVID Goal

***Implementations:***

- **Increase access to rigorous courses.**
- **Ignite-the-Future annual event.**
- **Ongoing promotion and encouragement of PSD P.D. in Core Skills.**
- **Related Life Issues & Counselors-in-Classrooms lessons.**
- **Post High-School Learning Lab session being offered.**
- **Adding service/volunteer opportunities as part of our Learning Lab efforts. Celebrating those who meet and exceed expectation.**
- **Service/volunteer time expected in all AVID classes. Using a universal tracking system.**
- **Continual commitment to, and improvement of, our RTI efforts.**
- **Close to committing to school-wide Cornell Notes (planning Staff Training & a kick-off day).**
- **Working to educate all staff on post-high-school plans (many not in the know of what counselors share).**
- **Promoting the opportunity for students to earn PSD varsity letters in community service.**
- **Provide opportunities for more service learning. Promote this through SchoolMessenger and school announcements.**
- **AVID elective courses at all grade levels.**
- **Academic Counseling support.**
- **Attendance intervention efforts.**
- **Home visits by counseling, health, and administrative teams.**
- **Efforts to increase AVID Core Skills across all subject matters and all grade levels (ongoing – use of P.D. time to model).**
- **Digital Citizenship lessons at 7<sup>th</sup> grade with new computers and at all grades via Learning Labs.**
- **Push for use of Higher Level Thinking & Questioning Skills in both staff and students.**

**GOAL 3: INCREASED STUDENT ACHIEVEMENT**

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**GOAL 3 AREA: INCREASED STUDENT ACHIEVEMENT (THROUGH GOAL-SETTING AND RTI)**

**Goals:**

1. *Implementation of latest Learning Labs (RTI) plan.*
2. *Increase our 7<sup>th</sup> SBA ELA “Meeting Standard” from 76% in 2017 to 78% in 2018.*
3. *Increase our 8<sup>th</sup> SBA ELA “Meeting Standard” from 77% in 2017 to 79% in 2018.*
4. *Increase our 7<sup>th</sup> SBA Math “Meeting Standard” from 73% in 2017 to 76% in 2018.*
5. *Increase our 8<sup>th</sup> SBA Math “Meeting Standard” from 68% in 2017 to 71% in 2018.*

➤ *Implementations:*

- Focusing on strong first instruction.
- Use of 1:1 devices and related staff training.
- 7<sup>th</sup> - Use AR Math accounts for lowest 2's to support students. Stick with this long enough to determine if it is working.
- 8<sup>th</sup> – we are identifying student needs by specific math courses.
- School-wide practices for the SBA in the spring (English & Math).
- Looking at specific data on each student to help set accurate goals.
- Use of Department meetings, grade-level meetings, and job-alike meetings for goal-setting and use of achievement data.
- Doing frequent grade checks – this can be done during Study Swap time for many our students.
- All teachers modelling what an exemplary assignment looks like. Working to be clear on targets.
- Use of RTI time for skill-building, IBA's, practice tests, etc. (Learning Labs)
- Double-dipping math class (Woodke).
- Owen teaching a 2<sup>nd</sup> semester Success Skills class for struggling 8<sup>th</sup> grade students.
- Success Skills (x2) class & designated RTI/Learning-Lab staff member via RTI funding (1<sup>st</sup> semester only for latter).
- 2 Modified Algebra classes.
- Focus of OTGS staff member on our most struggling students, especially 9<sup>th</sup> graders.
- Co-Teaching approach to ELA class (SPED/Gen.Ed).
- Creation of smaller class sizes specific to 7<sup>th</sup> English & 8<sup>th</sup> Math (RTI funding).
- AVID elective classes at all grade levels.
- Use of para-educator in specific math classes.

### *Goal 3 - Continued*

- **Use of para-educator for resource students.**
- **Use of our Monday ZAP! program (for missing work).**
- **Student-led conference plan and other school/home communication pieces (Schoology, SchoolMessenger, emails, etc.).**
- **Use of Odysseyware to help get struggling students caught-up with credits.**
- **Academic Counseling support.**
- **Efforts to increase AVID Core Skills across all subject matters and all grade levels.**
- **Efforts within our Special Education department on how to best serve our students in their goal areas. Weekly meetings.**
- **Increased efforts in Progress Monitoring within English and Math students/data.**
- **Teaching Text-Based Evidence Skills on a regular basis.**
- **Practice tests and preparation for PSAT (9<sup>th</sup>).**
- **Push for use of Higher Level Thinking & Questioning Skills.**
- **Standard/Target-based instruction.**
- **Focus on best practices like: Bell-to-Bell teaching, Active Monitoring and Roaming the room, Checking for understanding, Use of Prior Knowledge, Creation of Interesting and Engaging Lessons, Using Data to Drive Instruction, Use of Formative Assessments to gauge learning (& drive instruction), Use of PSD Grading Expectations/Practices, Building Positive Student-Staff Relationships, Use of a Variety of Teaching Models, Pre-teaching & Re-Teaching, etc.**
- **Use of STAR Reading and Math assessments.**
- **Use of Accelerated Math program.**

## 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.