

School Improvement Plan

Puyallup School District

2018-2019

School Information

School Name:	Kalles Junior High
Principal:	Guy Kovacs
Address:	501 7 th Avenue SE
District:	Puyallup
County:	Pierce
City, State, Zip:	Puyallup, WA 98372

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

Guy Kovacs – Principal	Jamie Lee – Asst. Principal
Carri Gervais, Heather Erickson, Billie Lane, Sherri Owen	Lisa Kreiger, Jen Forsberg, Shawn Adgie, Michael Brown
Amy Splinter, Linda Heagle, Jeanna Kooser, Rebeca Snell	Amy Looker, Thomas Haynes, Kim Bombardier
Dean Williams, Laura Allen, Teresa Clifton	

Guy Kovacs
Principal

Dr. Brian Lowney
Chief Academic Officer

“The time to repair the roof is when the sun is shining.”
...John F. Kennedy (*State of the Union Address January 11, 1962*)

MISSION

Kalles Junior High strives to be the benchmark of academic excellence while also building students of character who lead and serve as positive members of their community.

VISION - *Kalles Junior High students will be:*

- ✓ Committed to excellence in every aspect of their life.
- ✓ Skilled in successfully applying knowledge in all subject areas.
- ✓ Competent as critical and innovative thinkers.
- ✓ Instructed on how to analyze and solve complex problems.
- ✓ Encouraged to successfully communicate and collaborate with those around them.
- ✓ Inspired to consistently demonstrate respect for all.
- ✓ Prepared to transition to opportunities beyond high school graduation.
- ✓ Able to compete locally and globally for post-high opportunities.
- ✓ Prepared to make life choices that are healthy, respectful, and socially responsible.
- ✓ Recognized via their good manners, commitment to growth, and service to others.

BELIEFS - *In partnership with our community members, we:*

- ✓ Welcome all students and families.
- ✓ Strive to model a service-oriented approach in our relationships.
- ✓ Treat each student as a unique learner.
- ✓ Value the opportunity to shine in the area of customer-service.
- ✓ Ensure all students have equal opportunities for learning and are supported in achieving competency in all subject and performance areas.
- ✓ Use assessment to inform instruction.
- ✓ Assess, evaluate, and communicate to students, families and the community the results of student performance.
- ✓ Engage families and students as active partners in the educational process.
- ✓ Incorporate concepts of diversity that benefit all and are integral in all school endeavors.
- ✓ Cultivate and maintain partnerships that support school goals.
- ✓ Provide students and staff a safe and supportive learning and working environment.
- ✓ Demonstrate accountability to all stakeholders.

GOAL 1: EQUITY AND SOCIAL JUSTICE

Goals: Decrease under-represented students in overall discipline numbers & increased under-represented students in our Advanced Classes and AVID Elective Classes.

Continued related focus areas:

- 1. Fine-tune school-wide “Anchor” program to better connect/support our most “at-risk” students.*
- 2. Continue staff training and awareness around the topics of equity and social justice.*
- 3. Continue to look closely at discipline data, especially with under-represented.*
- 4. In the spring, focus on our work with elementary students and 8th/9th recruitment for our AVID elective classes.*

Implementations:

- ✓ Large offering of clubs and school activities.
- ✓ 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, Elements, Four Square Church, 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

Goals: Focus on WICOR Strategies within our professional development opportunities and during teacher observations and include our AVID Goals (1 & 2) into this larger school-wide plan/process (below).

- 1. WICOR strategies part of focus for administrative teacher observations.*
- 2. Moving forward with using the High-School and Beyond plan as part of spring student-led conferences (per JH principal commitments).*
- 3. AVID Goal 1 - Organization & Communication – “We endeavor to sustain a culture of college readiness that ensures students throughout the school receive AVID strategies (and other best instructional practices) and use of 21st century tools by unite the entire instructional staff implementing the same organization/ digital planner and goal setting system.” – AVID Goal 1*
- 4. Organization & Communication – “Use of time management skills (eg agendas and planning calendars.) will be critical, so collecting initial data of the amount of student who use a current organizational system will be a key piece of initial data. From there, we can use preexisting time built into our RTI schedule to track the progress and utilization of these organizational and planning systems.” – AVID Goal 2*

Implementations:

- ✓ 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.
- ✓ 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 7th grade with new computers and at all grades via Learning Labs.

GOAL 3: INCREASED STUDENT ACHIEVEMENT

Goals: School team will work with specific teacher Student-Growth-Goals and specific Grade/Subject Test Score Goals (like below) to reflect growth in academic areas.

1. *Implementation of latest Learning Labs (RTI) plan.*
2. *Increase our 7th SBA ELA "Meeting Standard" from 73.6% in 2018 to 76% in 2019.*
3. *Increase our 8th SBA ELA "Meeting Standard" from 75% in 2018 to 78% in 2019.*
4. *Increase our 7th SBA Math "Meeting Standard" from 66.8% in 2018 to 72% in 2019.*
5. *Increase our 8th SBA Math "Meeting Standard" from 61.5% in 2018 to 68% in 2019.*
6. *Increase our 8th WCAS Science "Meeting Standard" from 72% in 2018 to 75% in 2019.*

Implementations:

- ✓ Use of PSD EWIS program and KJH CARE Team data.
- ✓ Training and use of the Edgenuity program for support via blended learning.
- ✓ Focusing on strong first instruction.
- ✓ Use of 1:1 devices and related staff training.
- ✓ 7th - Use AR Math accounts for lowest 2's to support students. Stick with this long enough to determine if it is working.
- ✓ 8th – 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 2nd semester Success Skills class for struggling 8th grade students.
- ✓ Success Skills (x2) class & designated RTI/Learning-Lab staff member via RTI funding (1st semester only for latter).
- ✓ 2 Modified Algebra classes.
- ✓ Focus of OTGS staff member on our most struggling students, especially 9th graders.
- ✓ Co-Teaching approach to ELA class (SPED/Gen.Ed).
- ✓ Creation of smaller class sizes specific to 7th English & 8th Math (RTI funding).
- ✓ AVID elective classes at all grade levels.
- ✓ Use of para-educator in specific math classes.
- ✓ 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.

GOAL 3: INCREASED STUDENT ACHIEVEMENT Cont.

Implementations cont.

- ✓ 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 (9th).
- ✓ 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.